

# FAME Public Charter School

Scope and Sequence: Kindergarten

<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days): 20 days</b>				
<b>Unit 1: Off to School</b>				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>• Listening for first, middle, last sound</li> <li>• Listening for the missing sounds</li> <li>• Rhyming</li> <li>• Pre-decodable</li> <li>• Letters A-E</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for first, middle, last sound</li> <li>• Pre-decodable</li> <li>• High-Frequency Words: a, the</li> <li>• Reviewing Letters A-E</li> <li>• Letters F-I</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for first, middle, last sound</li> <li>• Pre-decodable</li> <li>• High-Frequency Words: a, the</li> <li>• Reviewing Letters A-E</li> <li>• Letters F-I</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.15: Read simple one-syllable and high-frequency words (i.e., sight words)</li> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g. colors, shapes, food)</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of</li> </ul>

				<p>author, and name of illustrator</p> <ul style="list-style-type: none"> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• English Language Conventions 1.1: Recognize and use complete, coherent, sentences when speaking</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two –step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.2: Recite short poems, rhymes, songs</li> <li>• Listening and Speaking 2.3: Relate an experience or creative story in logical sequence</li> </ul>
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Predicting</li> <li>• New vocabulary for the story Look out Kindergarten, Here I</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Clarifying</li> <li>• Predicting</li> <li>• New vocabulary for the story Look out</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Clarifying</li> <li>• Asking questions</li> <li>• New vocabulary for the story Look out</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> </ul>

	<p>Come!</p> <ul style="list-style-type: none"> <li>• Print and book awareness</li> </ul>	<p>Kindergarten, Here I Come!</p> <ul style="list-style-type: none"> <li>• Print and book awareness</li> </ul>	<p>Kindergarten, Here I Come!</p> <ul style="list-style-type: none"> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.2: Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</li> <li>• Reading 3.3: Identify characters, settings, and important events</li> <li>• English Language Convention 1.1: Recognize and use</li> </ul>
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				<p>complete, coherent sentences when speaking</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape) locations, and actions</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Generating ideas</li> <li>• Using graphic organizers</li> <li>• Writing tools</li> <li>• Sharing writing</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Naming words</li> <li>• Capital letters</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Publishing: Writing Names</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Naming words</li> <li>• Capitalization</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Presenting</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Naming words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.2: Follow words left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, food)</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life</li> </ul>

				<p>experiences the information and events in texts</p> <ul style="list-style-type: none"><li>• Reading 2.4: Retell familiar stories</li><li>• Reading 2.5: Ask and answer questions about essential elements of a text</li><li>• Writing 1.3: Write by moving from left to right and from top to bottom</li><li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li><li>• Reading 3.3: Identify characters, settings, and important events</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li><li>• Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li><li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li></ul>
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# FAME Public Charter School

Scope and Sequence: Kindergarten

<b>Assessments</b>	Lesson and Unit Assessment Book	Lesson and Unit Assessment Book	Lesson and Unit Assessment Book	
<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days): 15 days-20 days</b>				
<b>Unit 2: Patterns</b>				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>Listening to directions</li> <li>Identifying spoken sentences</li> <li>Pre-decodables (The Zoo, Colors)</li> <li>High frequency words: had, he</li> <li>Letters N-R</li> </ul>	<ul style="list-style-type: none"> <li>Identify the order of words in spoken sentences</li> <li>Pre-decodables (Shapes, Animal Tracks)</li> <li>High frequency words: I, see</li> <li>Letters S-W</li> </ul>	<ul style="list-style-type: none"> <li>Word substitution</li> <li>High frequency words: has, you</li> <li>Pre-decodables (The Tree, Flowers)</li> <li>Letters W-Z</li> <li>Review letters T-V</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.2: Follow words from left to right top to bottom on the printed page</li> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>Reading 1.5: Distinguish letters from words</li> <li>Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> </ul>

				<ul style="list-style-type: none"><li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li><li>• Reading 1.12: Track auditory each word in sentence and each syllable in a word</li><li>• Reading 1.15: read simple one-syllable and high-frequency words (i.e., sight words)</li><li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li><li>• Reading 1.18: Describe common objects and events in both general and specific language</li><li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 2.4: Retell familiar stories</li><li>• Reading 2.5: Ask and answer questions about essential elements of a text</li><li>• Reading 3.3: Identify characters, setting, and</li></ul>
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				<p>important events</p> <ul style="list-style-type: none"> <li>English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li> <li>Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li> </ul>
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Making connections</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Selection Vocabulary for the story Lots and Lots of Zebra Stripes</li> <li>Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Visualizing</li> <li>Asking questions</li> <li>Predicting</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Selection Vocabulary for the story Old Bear’s Surprise</li> <li>Painting</li> <li>Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Clarifying</li> <li>Making connections</li> <li>Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Classify and categorize</li> <li>Reality and fantasy</li> <li>Selection Vocabulary for the story Smelly or Soft: Zoologists Study Them All</li> <li>Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.5: Distinguish letters from words</li> <li>Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes,</li> </ul>

				<p>foods)</p> <ul style="list-style-type: none"> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 2.2: use pictures and context to make predictions about story contents</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.1: Distinguish fantasy from reality</li> <li>• Reading 3.3: Identify characters, settings, and important events</li> <li>• English Language Convention 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li> </ul>
<p><b>Part 3: Language</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting-</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting-ideas and</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revising-sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.2: Follow words from left to right and from top</li> </ul>

<p><b>Arts</b></p>	<p>generating ideas</p> <ul style="list-style-type: none"> <li>• Drafting-sequencing</li> <li>• Presenting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Describing words</li> <li>• Review reading left to right</li> </ul>	<p>voice</p> <ul style="list-style-type: none"> <li>• Drafting-describing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Describing words</li> <li>• Complete sentences</li> <li>• Action words</li> </ul>	<p>structure</p> <ul style="list-style-type: none"> <li>• Publishing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Rhyming words</li> </ul>	<p>to bottom on the printed page</p> <ul style="list-style-type: none"> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Reading 2.4: Recall familiar stories</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.3: Identify characters, settings, and important events</li> </ul>
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				<ul style="list-style-type: none"> <li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences in speaking</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li> <li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li> </ul>
<p><b>Assessments</b></p>	<p>Lesson and Unit Assessment Book</p>	<p>Lesson and Unit Assessment Book</p>	<p>Lesson and Unit Assessment Book Benchmark Assessment #2</p>	

# FAME Public Charter School

Scope and Sequence: Kindergarten

<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days): 15 days-20 days</b>				
<b>Unit 3: Finding Friends</b>				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>• Word part blending</li> <li>• Syllable blending</li> <li>• High frequency words: we</li> <li>• Pre-Decodable We Go</li> <li>• Introducing the sound S, M</li> <li>• Initial and final sound /s/, /m/</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable blending and segmentation</li> <li>• High frequency words: of</li> <li>• Pre-Decodable We Carry</li> <li>• Introducing the sound D, P</li> <li>• Initial and final sound /d/, /m/, /p/</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending: onset and rime</li> <li>• Syllable blending and segmentation</li> <li>• Phoneme matching: Initial sounds</li> <li>• High frequency words: in, am</li> <li>• Pre-Decodable Sam and Pam</li> <li>• Blending</li> <li>• Introducing the sound A</li> <li>• Listening for /a/</li> <li>• Final sound /s/, /m/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.7: Track from sound to sound and represent the number, sameness/difference, and order of two and three isolated phonemes</li> <li>• Reading 1.8: Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated</li> <li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.11: Distinguish orally stated one-syllable words</li> </ul>

				<p>and separate into beginning or ending sounds</p> <ul style="list-style-type: none"><li>• Reading 1.12: Track auditory each word in a sentence and each syllable in a word</li><li>• Reading 1.13: Count the number of sounds in syllables and syllables in words</li><li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li><li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li><li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li><li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li><li>• Reading 1.18: Describe common objects and events in both general and specific language</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li></ul>
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				<ul style="list-style-type: none"> <li>• Reading 3.3: Identify characters, settings, and important events</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing and letters</li> <li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>• English Language Conventions 1.2: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening 2.2: Recite short poems, rhymes, and songs</li> </ul>
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Making connections</li> </ul> <p><b>Skills</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Predicting</li> <li>• Visualizing</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Making connections</li> </ul> <p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words,</li> </ul>

	<ul style="list-style-type: none"> <li>• Main idea and details</li> <li>• Selection Vocabulary for the story Big Al</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Selection Vocabulary for the story Ginger</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reality and fantasy</li> <li>• Selection Vocabulary for the story Don't Need Friends</li> <li>• Print and book awareness</li> </ul>	<p>from left to right and from top to bottom on the printed page</p> <ul style="list-style-type: none"> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.15: Read simple one-syllable and high-frequency words</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.1: Distinguish fantasy from realistic text</li> <li>• Reading 3.3: Identify characters, setting, and</li> </ul>
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				<p>important events</p> <ul style="list-style-type: none"> <li>English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>Listening and Speaking 2.1: Describe people, places, things, locations, and actions</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Prewriting</li> <li>Drafting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Naming words, action words, and describing words</li> <li>Spacing</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Drafting</li> <li>Publishing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Periods</li> <li>Sentences</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Prewriting</li> <li>Drafting</li> <li>Publishing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Sentences</li> <li>Sentence extensions</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>Reading 1.6: Recognize and name all and lowercase letters of the alphabet</li> <li>Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> </ul>

				<ul style="list-style-type: none"><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.4: Retell familiar stories</li><li>• Reading 2.5: Ask and answer questions about essential elements of the text</li><li>• Reading 3.3: Identify characters, setting, and important events</li><li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li><li>• Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li><li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li><li>• Writing 1.1: Use letters and phonetically spelled words to write about experiences,</li></ul>
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# FAME Public Charter School

Scope and Sequence: Kindergarten

				<p>stories, people, objects, or events</p> <ul style="list-style-type: none"> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> </ul>
<b>Assessments</b>	Lesson and Unit Assessment Book	Lesson and Unit Assessment Book	Lesson and Unit Assessment Book	
<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days):</b> 15 days- 20 days				
<b>Unit 4:</b> By the Sea				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>• Phoneme Blending: Initial Sounds</li> <li>• Phoneme Blending: Final Sounds</li> <li>• Decodable -A Hat</li> <li>• High frequency words: at, to</li> <li>• The sounds of H, T</li> <li>• Listening for initial /h/, /t/</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme Blending: Initial Sounds</li> <li>• Phoneme Blending: Final Sounds</li> <li>• Phoneme Matching: Initial Sounds</li> <li>• Decodable-Nan and Lad</li> <li>• High frequency words: as, have</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme Blending: Initial Sounds and Final Sounds</li> <li>• Phoneme Manipulation: Initial Sounds</li> <li>• Phoneme-Segmentation</li> <li>• Decodable-Tim in Sand</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening for final /t/</li> <li>• Blending</li> </ul>	<ul style="list-style-type: none"> <li>• The sounds of N, L</li> <li>• Listening for initial /n/, /l/</li> <li>• Listening for final /n/, /l/</li> <li>• Blending</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency words: it, is</li> <li>• The sound of short I</li> <li>• Listening for initial and middle /i/</li> <li>• Listening for initial and medial /i/</li> <li>• Listening for /i/ and initial /h/, /t/, /n/, /l/</li> <li>• Listening for /i/ and final /n/, and /l/</li> </ul>	<p>sentences in print are made up of separate words</p> <ul style="list-style-type: none"> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.7: Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</li> <li>• Reading 1.8: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated</li> <li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li> <li>• Reading 1.12: Track auditory</li> </ul>
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				<p>each word in a sentence and each syllable in a word</p> <ul style="list-style-type: none"><li>• Reading 1.13: Count the number of sounds in syllables and syllables in words</li><li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li><li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li><li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li><li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li><li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li></ul>
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				<ul style="list-style-type: none"> <li>• Listening and Speaking 2.3: Relate and experience or creative story in a logical sequence</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> </ul>
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Selection vocabulary for the story of The Ocean</li> <li>• Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Predicting</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Selection vocabulary for the story of Humphrey the Lost Whale</li> <li>• Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Predicting</li> <li>• Clarifying</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Main ideas and details</li> <li>• Selection vocabulary for the story of Hello Ocean/Hola Mar</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.15: Read simple one syllable and high frequency words</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title,</li> </ul>

				<p>table of contents, name of author, and name of illustrator</p> <ul style="list-style-type: none"> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.3: Identify characters, setting, and important events</li> <li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.1: Describe people, places, things, locations, and actions</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Deleting unnecessary information</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Questions</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Reflecting on the writing process</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• End marks</li> <li>• Capital letters</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Statements</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.6: Recognize and name all uppercase and</li> </ul>

				<p>lowercase letters of the alphabet</p> <ul style="list-style-type: none"><li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li><li>• Reading 1.18: Describe common objects and events in both general and specific language</li><li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li><li>• Reading 2.4: Retell familiar stories</li><li>• Reading 2.5: Ask and answer questions about essential elements of a text</li><li>• Reading 3.2: Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</li><li>• Reading 3.3: Identify characters, settings, and important events</li><li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 1.2: Share information and ideas,</li></ul>
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# FAME Public Charter School

Scope and Sequence: Kindergarten

				<p>speaking audibly in complete, coherent sentences</p> <ul style="list-style-type: none"> <li>• Writing 1.1: Understand and follow one-and two-step oral directions</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> </ul>
<b>Assessments</b>	Lesson and Unit Assessment	Lesson and Unit Assessment	Lesson and Unit Assessment and Benchmark Assessment #3	
<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days): 15 days-20 days</b>				
<b>Unit 5: Stick to It</b>				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>• Phoneme Blending: Initial Sounds</li> <li>• Phoneme Blending: Final Sounds</li> <li>• Decodable-Cal Can Bat</li> <li>• High frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme Blending: Final Sounds</li> <li>• Phoneme Manipulation: Initial Sounds</li> <li>• Phoneme Matching: Initial Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme Segmentation: Final Sounds</li> <li>• Phoneme Manipulation: Final Sounds</li> <li>• Phoneme Matching:</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.5: Distinguish letters</li> </ul>

	<p>words: can, his</p> <ul style="list-style-type: none"> <li>• The sounds of B and C</li> <li>• Listening for initial /b/, /k/</li> <li>• Listening for final /b/</li> <li>• Blending</li> </ul>	<ul style="list-style-type: none"> <li>• Decodable-Ron Hops</li> <li>• High frequency words: him, on</li> <li>• The sounds of O, R, G</li> <li>• Listening for /o/</li> <li>• Listening for Initial /r/, /g/</li> <li>• Listening for final /r/</li> </ul>	<p>Final Sounds</p> <ul style="list-style-type: none"> <li>• High frequency words: did, girl</li> <li>• Decodable-Glad Pam</li> <li>• Reviewing the sounds of R, G, B, C, O</li> <li>• Listening for the initial /b/, /k/, /r/, /g/</li> <li>• Listening for final /o/, /r/, /g/</li> <li>• Blending</li> <li>• Listening for /o/</li> </ul>	<p>from words</p> <ul style="list-style-type: none"> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.7: Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</li> <li>• Reading 1.8: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated</li> <li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li> <li>• Reading 1.12: Track auditory each word in a sentence and each syllable in a word</li> <li>• Reading 1.13: Count the</li> </ul>
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				<p>number of sounds in syllables and syllables in words</p> <ul style="list-style-type: none"><li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li><li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li><li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li><li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 3.3: Identify characters, setting, and important events</li><li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete,</li></ul>
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				<p>coherent sentences</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li> <li>• Listening and Speaking 2.3: Relate and experience or creative story in a logical sequence</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> </ul>
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Predicting</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Selection vocabulary for the story of Grandma Lena’s Big Ol’ Turnip</li> <li>• Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Predicting</li> <li>• Making connections</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Selection vocabulary for the story of Tillie and the Wall</li> <li>• Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Clarifying</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions</li> <li>• Selection vocabulary for the story of Wanda’s Roses</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.15: Read simple one syllable and high frequency words</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title,</li> </ul>

				<p>table of contents, name of author, and name of illustrator</p> <ul style="list-style-type: none"><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 2.4: Retell familiar stories</li><li>• Reading 2.5: Ask and answer questions about essential elements of a text</li><li>• Reading 3.2: Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</li><li>• Reading 3.3: Identify characters, setting, and important events</li><li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li><li>• Listening and Speaking 2.1: Describe people, places, things,</li></ul>
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				<p>locations, and actions</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Action words</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Exclamatory Sentences</li> <li>• Declarative Sentences and questions</li> <li>• Sentence types</li> <li>• End marks</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Making book covers</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• End marks</li> <li>• Exclamatory sentences</li> <li>• Sentence extension</li> <li>• Sentence types</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• End marks</li> <li>• Sentence types</li> <li>• Exclamatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• Reading 3.1: Distinguish fantasy from realistic text</li> <li>• Reading 3.3: Identify characters, settings, and important events</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and</li> </ul>

# FAME Public Charter School

Scope and Sequence: Kindergarten

				proper spacing of the letters
<b>Assessments</b>	Lesson and Unit Assessment	Lesson and Unit Assessment	Lesson and Unit Assessment	
<b>Subject/Unit Title:</b> ELA				
<b>Estimated Time Frame (#of Days):</b> 15 days-20 days				
<b>Unit 6:</b> My Shadow				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>Initial and final phoneme blending</li> <li>Initial phoneme segmentation</li> <li>Initial phoneme matching</li> <li>Initial phoneme manipulation</li> <li>High frequency word: for</li> <li>Decodable-Jam Pot</li> <li>Letters J and F</li> </ul>	<ul style="list-style-type: none"> <li>Initial Phoneme Blending</li> <li>Initial Phoneme Matching</li> <li>Initial and final phoneme manipulation</li> <li>Phoneme segmentation</li> <li>High frequency words: up, but</li> <li>Decodable-Bud and Max</li> <li>Letters U, X, Z</li> </ul>	<ul style="list-style-type: none"> <li>Initial Phoneme Blending</li> <li>Phoneme Segmentation</li> <li>Word pairs</li> <li>Decodable-Liz and Tad</li> <li>High frequency word: all</li> <li>/z/ spelled s</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>Reading 1.7: Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</li> <li>Reading 1.8: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added,</li> </ul>

				<p>substituted, omitted, shifted, or repeated</p> <ul style="list-style-type: none"><li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li><li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li><li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li><li>• Reading 1.12: Track auditory each word in a sentence and each syllable in a word</li><li>• Reading 1.13: Count the number of sounds in syllables and syllables in words</li><li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li><li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li><li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li><li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li></ul>
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				<ul style="list-style-type: none"> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Writing 1.2: Write consonant-vowel-consonant words</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li> <li>• English Language Conventions 1.2: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names</li> </ul>
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Clarifying</li> <li>• Predicting</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Selection vocabulary for the story of Shadows</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions</li> <li>• Selection vocabulary for the story of Bear Shadow</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Asking questions</li> <li>• Clarifying</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Reality and Fantasy</li> <li>• Selection vocabulary for the story of Sunny Sky, Starry Sky</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> </ul>

	<ul style="list-style-type: none"><li>• Print and book awareness</li></ul>	<ul style="list-style-type: none"><li>• Print and book awareness</li></ul>	<ul style="list-style-type: none"><li>• Print and book awareness</li></ul>	<ul style="list-style-type: none"><li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li><li>• Reading 1.5: Distinguish letters from words</li><li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li><li>• Reading 1.15: Read simple one syllable and high frequency words</li><li>• Reading 1.18: Describe common objects and events in both general and specific language</li><li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 2.4: Retell familiar stories</li><li>• Reading 3.1: Distinguish fantasy from realistic text</li><li>• Reading 3.3: Identify characters, setting, and important events</li><li>• English Language Conventions</li></ul>
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				<p>1.1: Recognize and use complete, coherent sentences when speaking</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.1: Describe people, places, things, locations, and actions</li> <li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li> <li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Choosing and sequencing ideas</li> <li>• Thank you cards</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Sentence spacing</li> <li>• Sentence variety</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Sound patterns</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Descriptive words</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes,</li> </ul>

				<p>foods)</p> <ul style="list-style-type: none"><li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 2.5: Ask and answer questions about essential elements of a text</li><li>• Reading 3.3: Identify characters, settings, and important events</li><li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li><li>• Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li><li>• Writing 1.3: Write by moving from left to right and from top</li></ul>
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# FAME Public Charter School

Scope and Sequence: Kindergarten

				to bottom • Writing 3.3: Identify characters, settings, and important events
<b>Assessments</b>	Lesson and Unit Assessment	Lesson and Unit Assessment	Lesson and Unit Assessment And benchmark 4	
<b>Subject/Unit Title:</b> ELA				
<b>Estimated Time Frame (#of Days):</b> 15 days-20 days				
<b>Unit 7:</b> Teamwork				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>Initial and Final Phoneme Blending</li> <li>Initial and Final Phoneme Matching</li> <li>High frequency words: look, with</li> <li>Letters W, K</li> <li>Decodable-Kim and Sam</li> </ul>	<ul style="list-style-type: none"> <li>Initial Phoneme Blending</li> <li>Initial and Final Phoneme Matching</li> <li>Initial and Final Phoneme Manipulation</li> <li>Syllable Segmentation</li> <li>Phoneme Replacement</li> </ul>	<ul style="list-style-type: none"> <li>Initial Phoneme Blending</li> <li>Phoneme Segmentation and Matching</li> <li>High Frequency Words: were, was</li> <li>Letter V</li> <li>Decodable-Vic Yelps</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>Reading 1.7: Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</li> <li>Reading 1.8: Track (move</li> </ul>

		<ul style="list-style-type: none"> <li>• High Frequency Words: her, what</li> <li>• Letters E,Q, Y</li> <li>• Decodable-Quinn and the Jets</li> </ul>		<p>sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated</p> <ul style="list-style-type: none"> <li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li> <li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li> <li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li> <li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li> <li>• Reading 2.2: Use pictures and</li> </ul>
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				<p>context to make predictions about story content</p> <ul style="list-style-type: none"> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• Organization and Focus 1.2: Write consonant-vowel-consonant words</li> <li>• Spelling 1.2: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names</li> <li>• Comprehension 1.1: Understand and follow one- and two-step oral directions</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li> </ul>
<b>Part 2: Reading and Responding</b>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Making connections</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Making connections</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> </ul>

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Main idea and details</li> <li>• Selection vocabulary for the story of Cooperation</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Selection vocabulary for the story of Cleaning Up the Block</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Selection vocabulary for the story of The Little Red Hen</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.3: Identify characters, setting, and</li> </ul>
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				<p>important events</p> <ul style="list-style-type: none"> <li>• Comprehension 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Personal writing</li> <li>• Parts of a letter</li> <li>• Sentence stems</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Position words</li> <li>• Order words</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Sentences</li> <li>• Setting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Plurals</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Characters</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Capitalizing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 3.3: Identify characters, settings, and important events</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Writing 1.1: Understand and follow one-and two-step oral directions</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase</li> </ul>

# FAME Public Charter School

Scope and Sequence: Kindergarten

				<p>and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</p> <ul style="list-style-type: none"> <li>Speaking Applications 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions</li> </ul>
<b>Assessments</b>	Lesson and Unit Assessment	Lesson and Unit Assessment	Lesson and Unit Assessment	
<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days):</b> 15 days- 20 days				
<b>Unit 8:</b> Ready, Set, and Go				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>Final Phoneme Blending</li> <li>Initial, medial, and final phoneme matching</li> <li>High frequency words: said, that</li> <li>Long Aa</li> <li>Decodable-Jake</li> </ul>	<ul style="list-style-type: none"> <li>Medial Phoneme Matching</li> <li>Medial Phoneme Manipulation</li> <li>Initial Phoneme Blending</li> <li>High frequency words: down, they</li> <li>Long li</li> </ul>	<ul style="list-style-type: none"> <li>Medial Phoneme Manipulation</li> <li>Phoneme Segmentation</li> <li>Initial Phoneme Blending</li> <li>Phoneme Replacement</li> <li>High frequency words:</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> </ul>

	Plants	<ul style="list-style-type: none"> <li>Decodable-Mike and Spike</li> </ul>	<p>some, there</p> <ul style="list-style-type: none"> <li>Decodable- A Nut Pile</li> <li>Long Aa</li> <li>Long li</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.5: Distinguish letters from words</li> <li>Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li> <li>Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li> <li>Reading 1.12: Track auditory each word in a sentence and each syllable in a word</li> <li>Reading 1.13: Count the number of sounds in syllables and syllables in words</li> <li>Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li> <li>Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li> <li>Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li> </ul>
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				<ul style="list-style-type: none"><li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 3.3: Identify characters, setting, and important events</li><li>• Writing 1.2: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)</li><li>• Writing 1.3: Write by moving from left to right and from top to bottom</li><li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li><li>• English Language Conventions 1.2: Spell independently by</li></ul>
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				using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names
<b>Part 2: Reading and Responding</b>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Clarifying</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Classify and categorize</li> <li>Selection vocabulary for the story of A Tree is a Plant</li> <li>Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Making connections</li> <li>Predicting</li> <li>Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Selection vocabulary for the story of Becoming Butterflies</li> <li>Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Making connections</li> <li>Predicting</li> <li>Clarifying</li> <li>Asking questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Cause and effect</li> <li>Selection vocabulary for the story of Zinnia’s Flower garden</li> <li>Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>Reading 1.5: Distinguish letters from words</li> <li>Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li> <li>Reading 1.18: Describe common objects and events in both general and specific language</li> <li>Reading 2.2: Use pictures and context to make predictions about story content</li> <li>Reading 2.3: Connect to life experiences the information and events in texts</li> <li>Reading 2.4: Retell familiar stories</li> <li>Reading 2.5: Ask and answer questions about essential</li> </ul>

				<p>elements of a text</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Presenting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Presenting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Action words</li> <li>• Past-and present-tense action words</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Presenting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 3.3: Identify characters, setting, and important events</li> <li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>• English Language Conventions 1.2: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> </ul>

# FAME Public Charter School

Scope and Sequence: Kindergarten

				<ul style="list-style-type: none"> <li>Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>Listening and Speaking 2.1: Describe people, places, things, locations, and actions</li> </ul>
<b>Assessments</b>	Lesson and Unit Assessment	Lesson and Unit Assessment	Lesson and Unit Assessment and Benchmark Assessment #5	
<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days):</b> 15 days- 20 days				
<b>Unit 9:</b> Red, White, and Blue				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>Initial and final phoneme blending</li> <li>Initial, medial, and final phoneme matching</li> <li>High frequency words: boy, out</li> </ul>	<ul style="list-style-type: none"> <li>Medial phoneme matching</li> <li>Medial and final phoneme manipulation</li> <li>High frequency words: do, little</li> </ul>	<ul style="list-style-type: none"> <li>Medial phoneme manipulation</li> <li>Initial phoneme blending</li> <li>Phoneme segmentation</li> <li>High frequency words:</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>Reading 1.4: Recognize that</li> </ul>

# FAME Public Charter School

Scope and Sequence: Kindergarten

	<ul style="list-style-type: none"> <li>• Long Oo</li> <li>• Decodable- An Old Flag</li> </ul>	<ul style="list-style-type: none"> <li>• Long Uu</li> <li>• Decodable-Cute Little Mule</li> </ul>	<p>then, when</p> <ul style="list-style-type: none"> <li>• Long Oo and Uu</li> <li>• Decodable-The Cutest Pet</li> </ul>	<p>sentences in print are made up of separate words</p> <ul style="list-style-type: none"> <li>• Reading 1.7: Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</li> <li>• Reading 1.8: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated</li> <li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li> <li>• Reading 1.12: Track auditory each word in a sentence and each syllable in a word</li> <li>• Reading 1.13: Count the number of sounds in syllables and syllables in words</li> <li>• Reading 1.14: Match all</li> </ul>
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				<p>consonant and short-vowel sounds to appropriate letters</p> <ul style="list-style-type: none"><li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li><li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li><li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li><li>• Reading 2.2: Use pictures and context to make predictions about story content</li><li>• Reading 2.3: Connect to life experiences the information and events in texts</li><li>• Reading 2.4: Retell familiar stories</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li><li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li><li>• Writing 1.2: Write consonant-vowel-consonant words (i.e.,</li></ul>
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				demonstrate the alphabetic principle)
<p><b>Part 2: Reading and Responding</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Clarifying</li> <li>Making connections</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Main idea and details</li> <li>Selection vocabulary for the story of F is for Flag</li> <li>Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Making connections</li> <li>Predicting</li> <li>Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Drawing conclusions</li> <li>Vocabulary for the story of Hats Off for the Fourth of July</li> <li>Print and book awareness</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Making connections</li> <li>Clarifying</li> <li>Asking questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Drawing conclusions</li> <li>Selection vocabulary for the story of Rules Keep Us Safe</li> <li>Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.5: Distinguish letters from words</li> <li>Reading 1.18: Describe common objects and events in both general and specific language</li> <li>Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>Reading 2.3: Connect to life experiences the information and events in texts</li> <li>Reading 2.4: Retell familiar stories</li> <li>Reading 3.1: Distinguish fantasy from realistic text</li> <li>Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>Listening and Speaking 2.1: Describe people, places, things, locations, and actions</li> <li>Listening and Speaking 2.3: Relate an experience or</li> </ul>

				creative story in a logical sequence
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Naming words</li> <li>• Capitalization</li> <li>• Print directionality</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Presenting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Spacing</li> <li>• Describing words</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Publishing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Letters and words</li> <li>• End marks</li> <li>• Capitalization</li> <li>• Declarative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>• Reading 1.5: Distinguish letters from words</li> <li>• Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li> <li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• Reading 2.5: Ask and answer</li> </ul>

				<p>questions about essential elements of a text</p> <ul style="list-style-type: none"><li>• Reading 3.3: Identify characters, setting, and important events</li><li>• Writing 1.3: Write by moving from left to right and from top to bottom</li><li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li><li>• English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li><li>• English Language Conventions 1.2: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names</li><li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li><li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li><li>• Listening and Speaking 2.1: Describe people, places, things,</li></ul>
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# FAME Public Charter School

Scope and Sequence: Kindergarten

				locations, and actions <ul style="list-style-type: none"> <li>Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li> <li>Listening and Speaking 2.3: Relate and experience or creative story in a logical sequence</li> </ul>
<b>Assessments</b>	Lesson and Unit Assessment	Lesson and Unit Assessment	Lesson and Unit Assessment and	
<b>Subject/Unit Title: ELA</b>				
<b>Estimated Time Frame (#of Days):</b> 30 days				
<b>Unit 10:</b> Windy Days				
<b>Lesson :</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
<b>Part 1: Preparing to Read</b>	<ul style="list-style-type: none"> <li>Initial medial vowels, and final phoneme replacement</li> <li>High frequency words: be, she</li> <li>Long Ee</li> <li>Decodable-We Did It!</li> </ul>	<ul style="list-style-type: none"> <li>Initial, internal, and final phoneme deletion</li> <li>Blending</li> <li>Oral language and sentence extension</li> <li>Short Aa, Ii, Oo, Uu</li> </ul>	<ul style="list-style-type: none"> <li>Blending and sentence extension</li> <li>Short Aa, Ee, Ii, Ou</li> <li>Long Aa, Ee, Ii, Ou</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.3: Understand that printed materials provide information</li> <li>Reading 1.5: Distinguish letters from words</li> <li>Reading 1.7: Track (move sequentially from sound to</li> </ul>

		<ul style="list-style-type: none"><li>• Long Aa, Ii, Oo, Uu</li></ul>		<p>sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</p> <ul style="list-style-type: none"><li>• Reading 1.8: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated</li><li>• Reading 1.9: Blend vowel-consonant sounds orally to make words or syllables</li><li>• Reading 1.10: Identify and produce rhyming words in response to an oral prompt</li><li>• Reading 1.11: Distinguish orally stated one-syllable words and separate into beginning or ending sounds</li><li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li><li>• Reading 1.15: Read simple one-syllable and high frequency words (i.e., sight words)</li><li>• Reading 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</li></ul>
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				<ul style="list-style-type: none"> <li>• Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 3.2: Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</li> <li>• Writing 1.2: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 2.2: Recite short poems, rhymes, and songs</li> </ul>
<b>Part 2: Reading and Responding</b>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Clarifying</li> </ul> <p><b>Skills</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Clarifying</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Clarifying</li> </ul>	<ul style="list-style-type: none"> <li>• Reading 1.1: Identify the front cover, back cover, and title page of a book</li> <li>• Reading 1.2: Follow words</li> </ul>

	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Selection vocabulary for the story of F is for Flag</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Visualizing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Vocabulary for the story of Hats Off for the Fourth of July</li> <li>• Print and book awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Reality and Fantasy</li> <li>• Selection vocabulary for the story of Rules Keep Us Safe</li> <li>• Print and book awareness</li> </ul>	<p>from left to right and from top to bottom on the printed page</p> <ul style="list-style-type: none"> <li>• Reading 1.3: Understand that printed materials provide information</li> <li>• Reading 1.14: Match all consonant and short-vowel sounds to appropriate letters</li> <li>• Reading 1.18: Describe common objects and events in both general and specific language</li> <li>• Reading 2.1: Locate the title, table of contents, name of author, and name of illustrator</li> <li>• Reading 2.2: Use pictures and context to make predictions about story content</li> <li>• Reading 2.3: Connect to life experiences the information and events in texts</li> <li>• Reading 2.4: Retell familiar stories</li> <li>• Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>• Reading 3.2: Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</li> <li>• Reading 3.3: Identify characters, setting, and important events</li> </ul>
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				<ul style="list-style-type: none"> <li>English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> </ul>
<p><b>Part 3: Language Arts</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Prewriting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Question Sentences</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Prewriting</li> <li>Drafting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Complete sentences</li> <li>Exclamations</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Drafting</li> <li>Revising</li> <li>Reflecting</li> <li>Presenting</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Position and order words</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Reading 1.2: Follow words from left to right and from top to bottom on the printed page</li> <li>Reading 1.4: Recognize that sentences in print are made up of separate words</li> <li>Reading 1.6: Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>Reading 1.17: Identify and sort common words in basic categories (e.g., colors, shapes, foods)</li> <li>Reading 2.4: Retell familiar stories</li> <li>Reading 2.5: Ask and answer questions about essential elements of a text</li> <li>Reading 3.3: Identify characters, setting, and important events</li> <li>English Language Conventions 1.1: Recognize and use complete, coherent sentences when speaking</li> <li>English Language Conventions 1.2: Spell independently by using pre-phonetic knowledge,</li> </ul>

				<p>sounds of the alphabet, and knowledge of letter names</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 1.1: Understand and follow one-and two-step oral directions</li> <li>• Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences</li> <li>• Listening and Speaking 2.1: Describe people, places, things, locations, and actions</li> <li>• Listening and Speaking 2.3: Relate an experience or creative story in a logical sequence</li> <li>• Writing 1.3: Write by moving from left to right and from top to bottom</li> <li>• Writing 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</li> </ul>
<p><b>Assessments</b></p>	<p>Lesson and Unit Assessment</p>	<p>Lesson and Unit Assessment</p>	<p>Lesson and Unit 10 Assessment and Benchmark #6</p>	