







## READING - K





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August 2015






















ELA	
Content	Skills
Phonics	<p>Concept Sorts (Words their Way) Food, Animals, Shapes, Clothes</p> <p> <b>CCSS.K.R.F.3.a</b> Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Letters: B,M,R,S</p> <p> <b>CCSS.K.R.F.3.c</b> Phonics and Word Recognition: Read common high-frequency words by sight. Sight words: l, a, at</p> <p> <b>CCSS.RF.K.2a</b> Recognize and produce rhyming words</p>
Phonemic Awareness	
Concepts of Print	<p> <b>CCSS.RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</p> <p> <b>CCSS.RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet. Letters M(M) and A(a)</p>
Comprehension	<p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>CCSS.RI.K.5</b> Identify the front cover, back cover, and title page of a book Parts of a book: front cover, back cover, spine, title Author, illustrator</p>
Fluency	

September 2015

ELA	
Content	Skills
Phonics	<p> <b>CCSS.K.R.F.3.a</b> Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Letters: A,E,T,G,N,P</p> <p> <b>CCSS.K.R.F.3.c</b> Phonics and Word Recognition: Read common high-frequency words by sight. Snap words: my, is, the, an, am,go</p> <p> <b>CCSS.RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p> <b>CCSS.RF.K.2a</b> Recognize and produce rhyming words Recognize initial sounds in words</p>

Phonemic Awareness	<p> <b>CCSS.RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</p>
Concepts of Print	<p> <b>CCSS.RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet. S(s), T(t), Pp, D(d), Cc, Rr</p> <p> <b>CCSS.RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p> <b>CCSS.RF.K.1c</b> Understand that words are separated by spaces in print</p> <p> <b>CCSS.RI.K.5</b> Identify the front cover, back cover, and title page of a book. **Continue reviewing</p>
Comprehension	<p><b><u>Literature</u></b></p> <p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p> <b>CCSS.RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p> <b>CCSS.RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p> <b>CCSS.RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p> <b>CCSS.RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Informational</u></b></p> <p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p> <b>CCSS.RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p> Introduced characters and setting</p> <p> <b>CCSS.RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p> <b>CCSS.RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>

October 2015	
ELA	
Content <input type="checkbox"/>	Skills <input type="checkbox"/>
Phonics	

	<p> <b>CCSS.K.R.F.3.a</b> Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Letters: t,c,h,f,d,l,k</p>
	<p> <b>CCSS.K.R.F.3.c</b> Phonics and Word Recognition: Read common high-frequency words by sight. Snap words: to, like, it, in, he, me</p>
	<p> <b>CCSS.RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>
	<p> <b>CCSS.RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
	<p> <b>CCSS.RF.K.2a</b> Recognize and produce rhyming words</p>
Phonemic Awareness	<p> <b>CCSS.RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.</p>
	<p> <b>CCSS.RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</p>
Concepts of Print	<p> <b>CCSS.RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>
	<p> <b>CCSS.RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>
	<p> <b>CCSS.RF.K.1c</b> Understand that words are separated by spaces in print</p>
	<p> <b>CCSS.RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p>
	<p><b><u>Literature</u></b></p>
	<p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>
	<p> <b>CCSS.RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>
Comprehension	<p> <b>CCSS.RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
	<p> <b>CCSS.RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p>
	<p> <b>CCSS.RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>
	<p><b><u>Informational</u></b></p>
	<p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>
	<p> <b>CCSS.RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>
	<p> <b>CCSS.RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	<p> <b>CCSS.RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>
	<p> <b>CCSS.RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>

Fluency

November 2015

ELA

Content

Skills

Phonics

**CCSS.K.R.F.3.a**

Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.  
Letters: j,w,q,o,y,s,v,

**CCSS.K.R.F.3.c**

Phonics and Word Recognition: Read common high-frequency words by sight.  
Sight Words: do, you, can, see

**CCSS.RF.K.3b**

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**CCSS.RF.K.3d**

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**CCSS.RF.K.2b**

Count, pronounce, blend, and segment syllables in spoken words.

Phonemic Awareness

**CCSS.RF.K.1a**

Follow words from left to right, top to bottom, and page by page.

**CCSS.RF.K.1d**

Recognize and name all upper- and lowercase letters of the alphabet.

Concepts of Print

**CCSS.RF.K.1b**

Recognize that spoken words are represented in written language by specific sequences of letters.

**CCSS.RF.K.1c**

Understand that words are separated by spaces in print

**CCSS.RI.K.5**

Identify the front cover, back cover, and title page of a book.

**Literature****CCSS.RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

**CCSS.RL.K.2**

With prompting and support, retell familiar stories, including key details.

Comprehension

**CCSS.RL.K.6**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**CCSS.RL.K.7**




















With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)



















**CCSS.RL.K.10**

Actively engage in group reading activities with purpose and understanding.

**CCSS.RL.K.3**



Concepts of Print	<p> <b>CCSS.RF.K.1c</b> Understand that words are separated by spaces in print</p> <p> <b>CCSS.RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b><u>Literature</u></b></p> <p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p> <b>CCSS.RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p> <b>CCSS.RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
Comprehension	<p> <b>CCSS.RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p> <b>CCSS.RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p> <b>CCSS.RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p> <b>CCSS.RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p> <b>CCSS.RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>.</p> <p><b><u>Informational</u></b></p> <p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p> <b>CCSS.RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p> <b>CCSS.RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p> <b>CCSS.RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p> <b>CCSS.RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p> <b>CCSS.RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p> <b>CCSS.RL.K.4;</b>  <b>CCSS.RI.K.4</b> Ask and answer questions about unknown words in a text. (Both Literature and Informational)</p>
Vocabulary Development	<p> <b>CCSS.RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>

Fluency	
January 2016	
ELA	
Content	Skills
Phonics	<p> <b>CCSS.K.R.F.3.a</b> Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p> <b>CCSS.K.R.F.3.c</b> Phonics and Word Recognition: Read common high-frequency words by sight. Sight words: we, and, up</p> <p> <b>CCSS.RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p> <b>CCSS.RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Words their Way (Short Vowel Word Families) at, an ad, an ap, ag</p>
Phonemic Awareness	<p> <b>CCSS.RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p> <b>CCSS.RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>
Concepts of Print	<p> <b>CCSS.RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</p> <p> <b>CCSS.RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p> <b>CCSS.RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p> <b>CCSS.RF.K.1c</b> Understand that words are separated by spaces in print</p> <p> <b>CCSS.RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p>
Comprehension	<p><b>Literature</b></p> <p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p> <b>CCSS.RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p> <b>CCSS.RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p> <b>CCSS.RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p> <b>CCSS.RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p> <b>CCSS.RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p> <b>CCSS.RL.K.5</b></p>

	<p>Recognize common types of texts (e.g., storybooks, poems).</p> <p> <b>CCSS.RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Informational</b></p> <p> <b>CCSS.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p> <b>CCSS.RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p> <b>CCSS.RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p> <b>CCSS.RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p> <b>CCSS.RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p> <b>CCSS.RL.K.4</b>;  <b>CCSS.RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text. (Both Literature and Informational)</p> <p> <b>CCSS.RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>
Vocabulary Development	
Fluency	

February 2016

ELA	
Content	Skills
Phonics	<p> <b>CCSS.K.R.F.3.a</b> Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p> <b>CCSS.K.R.F.3.c</b> Phonics and Word Recognition: Read common high-frequency words by sight. Expose to sight words: come, look, this, they, was</p> <p> <b>CCSS.RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p> <b>CCSS.RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Words their Way Word Families: op, ot, og ip, ig, ill ug, ut, un</p> <p> <b>CCSS.RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>
Phonemic Awareness	




Concepts of Print

 **CCSS.RF.K.1a**


Follow words from left to right, top to bottom, and page by page.

 **CCSS.RF.K.1d**


Recognize and name all upper- and lowercase letters of the alphabet.

 **CCSS.RF.K.1b**


Recognize that spoken words are represented in written language by specific sequences of letters.

 **CCSS.RF.K.1c**


Understand that words are separated by spaces in print

 **CCSS.RI.K.5**

Identify the front cover, back cover, and title page of a book.

**Literature** **CCSS.RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

 **CCSS.RL.K.2**

With prompting and support, retell familiar stories, including key details.

 **CCSS.RL.K.6**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

 **CCSS.RL.K.7**


With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

 **CCSS.RL.K.10**

Actively engage in group reading activities with purpose and understanding.

 **CCSS.RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.

 **CCSS.RL.K.5**


Recognize common types of texts (e.g., storybooks, poems).

 **CCSS.RL.K.9**


With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Informational** **CCSS.RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

 **CCSS.RI.K.2**


With prompting and support, identify the main topic and retell key details of a text.

 **CCSS.RI.K.6**

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

 **CCSS.RI.K.10**

Actively engage in group reading activities with purpose and understanding.

 **CCSS.RI.K.7**

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

 **CCSS.RI.K.8**

With prompting and support, identify the reasons an author gives to support points in a text.

 **CCSS.RI.K.9**

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

 **CCSS.RL.K.4;** **CCSS.RI.K.4**

With prompting and support, ask and answer questions about unknown words in a text. (Both Literature and Informational)

 **CCSS.RF.K.4**

Read emergent-reader texts with purpose and understanding.

Vocabulary Development	
Fluency	

March 2016

ELA

Content

Skills

Phonics

**CCSS.K.R.F.3.a**

Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**CCSS.K.R.F.3.c**Phonics and Word Recognition: Read common high-frequency words by sight.  
Expose to words: saw, are, of, jump, play**CCSS.RF.K.3b**

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**CCSS.RF.K.3d**

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Words their Way

Word Families:

et, eg, en

ed, ell

ch, sh

Phonemic Awareness

**CCSS.RF.K.2c**

Blend and segment onsets and rimes of single-syllable spoken words.

**CCSS.RF.K.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CV words with /l/, /r/, or /x/.)

Concepts of Print

**CCSS.RF.K.1a**

Follow words from left to right, top to bottom, and page by page.

**CCSS.RF.K.1d**

Recognize and name all upper- and lowercase letters of the alphabet.

**CCSS.RF.K.1b**

Recognize that spoken words are represented in written language by specific sequences of letters.

**CCSS.RF.K.1c**

Understand that words are separated by spaces in print

**CCSS.RI.K.5**

Identify the front cover, back cover, and title page of a book.

**Literature****CCSS.RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

**CCSS.RL.K.2**

With prompting and support, retell familiar stories, including key details.

Comprehension

**CCSS.RL.K.6**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**CCSS.RL.K.7**

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

**CCSS.RL.K.10**  
Actively engage in group reading activities with purpose and understanding.

**CCSS.RL.K.3**  
With prompting and support, identify characters, settings, and major events in a story.

**CCSS.RL.K.5**  
Recognize common types of texts (e.g., storybooks, poems).

**CCSS.RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Informational**

**CCSS.RI.K.1**  
With prompting and support, ask and answer questions about key details in a text.

**CCSS.RI.K.2**  
With prompting and support, identify the main topic and retell key details of a text.

**CCSS.RI.K.6**  
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**CCSS.RI.K.10**  
Actively engage in group reading activities with purpose and understanding.

**CCSS.RI.K.7**  
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**CCSS.RI.K.8**  
With prompting and support, identify the reasons an author gives to support points in a text.

**CCSS.RI.K.9**  
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**CCSS.RL.K.4;** **CCSS.RI.K.4**  
With prompting and support, ask and answer questions about unknown words in a text. (Both Literature and Informational)

**CCSS.RF.K.4**  
Read emergent-reader texts with purpose and understanding.

Vocabulary  
Development

Fluency

April 2016

ELA

Content

Skills

Phonics

**CCSS.K.R.F.3.a**  
Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.


Phonemic Awareness

 **CCSS.K.R.F.3.c**


Phonics and Word Recognition: Read common high-frequency words by sight. Expose to sight words: day, out, now, then, or

 **CCSS.RF.K.3b**


Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

 **CCSS.RF.K.3d**

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  
Words their Way  
th, wh,  
s, t, st  
sp, sk, sm

 **CCSS.RF.K.2d**

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with .

 **CCSS.RF.K.2e**

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

 **CCSS.RF.K.1a**

Follow words from left to right, top to bottom, and page by page.

 **CCSS.RF.K.1d**


Recognize and name all upper- and lowercase letters of the alphabet.

 **CCSS.RF.K.1b**

Recognize that spoken words are represented in written language by specific sequences of letters.


 **CCSS.RF.K.1c**

Understand that words are separated by spaces in print


 **CCSS.RI.K.5**

Identify the front cover, back cover, and title page of a book.


Concepts of Print

**Literature** **CCSS.RI.K.1**


With prompting and support, ask and answer questions about key details in a text.

 **CCSS.RL.K.2**

With prompting and support, retell familiar stories, including key details.

 **CCSS.RL.K.6**


With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

 **CCSS.RL.K.7**


With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

 **CCSS.RL.K.10**


Actively engage in group reading activities with purpose and understanding.

 **CCSS.RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.


 **CCSS.RL.K.5**

Recognize common types of texts (e.g., storybooks, poems).


 **CCSS.RL.K.9**

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.


Comprehension

**Informational** **CCSS.RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

 **CCSS.RI.K.2**


With prompting and support, identify the main topic and retell key details of a text.

 **CCSS.RI.K.6**


Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

 **CCSS.RI.K.10**

Actively engage in group reading activities with purpose and understanding.

 **CCSS.RI.K.7**

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

 **CCSS.RI.K.8**

With prompting and support, identify the reasons an author gives to support points in a text.

 **CCSS.RI.K.9**

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Vocabulary Development	<p><b>CCSS.RL.K.4;</b> <b>CCSS.RI.K.4</b>                  With prompting and support, ask and answer questions about unknown words in a text. (Both Literature and Informational)</p>
Fluency	<p><b>CCSS.RF.K.4</b>                  Read emergent-reader texts with purpose and understanding.</p>


May 2016


ELA	
Content	Skills
Phonics	<p><b>CCSS.K.R.F.3.a</b>                      Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p><b>CCSS.K.R.F.3.c</b>                      Phonics and Word Recognition: Read common high-frequency words by sight.                      Sight words: be, as</p> <p><b>CCSS.RF.K.3b</b>                      Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>CCSS.RF.K.3d</b>                      Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Words their Way:                      sc, sn, sw                      pl, sl, bl, fl                      cr, cl, fr, gl, gr</p>
Phonemic Awareness	<p><b>CCSS.RF.K.2e</b>                      Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
Concepts of Print	<p><b>CCSS.RF.K.1a</b>                      Follow words from left to right, top to bottom, and page by page.</p> <p><b>CCSS.RF.K.1d</b>                      Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>CCSS.RF.K.1b</b>                      Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>CCSS.RF.K.1c</b>                      Understand that words are separated by spaces in print</p>


Comprehension


 **CCSS.RI.K.5**  
Identify the front cover, back cover, and title page of a book.


**Literature**


 **CCSS.RI.K.1**  
With prompting and support, ask and answer questions about key details in a text.


 **CCSS.RL.K.2**  
With prompting and support, retell familiar stories, including key details.


 **CCSS.RL.K.6**  
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

 **CCSS.RL.K.7**  
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)


 **CCSS.RL.K.10**  
Actively engage in group reading activities with purpose and understanding.


 **CCSS.RL.K.3**  
With prompting and support, identify characters, settings, and major events in a story.


 **CCSS.RL.K.5**  
Recognize common types of texts (e.g., storybooks, poems).


 **CCSS.RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.


**Informational**

 **CCSS.RI.K.1**  
With prompting and support, ask and answer questions about key details in a text.


 **CCSS.RI.K.2**  
With prompting and support, identify the main topic and retell key details of a text.



 **CCSS.RI.K.6**  
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.


 **CCSS.RI.K.10**  
Actively engage in group reading activities with purpose and understanding.

 **CCSS.RI.K.7**  
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

 **CCSS.RI.K.8**  
With prompting and support, identify the reasons an author gives to support points in a text.

 **CCSS.RI.K.9**  
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

 **CCSS.RL.K.4;**  **CCSS.RI.K.4**  
With prompting and support, ask and answer questions about unknown words in a text. (Both Literature and Informational)

 **CCSS.RF.K.4**  
Read emergent-reader texts with purpose and understanding.

Vocabulary  
Development

Fluency

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