***UNIT 1 SHOULD BE COMPLETED BY MID-OCTOBER***

**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson Welcome To Kindergarten, Week 1 Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| R.F.K.2a | Recognize and produce rhyming words | Journeys - Daily Rhymes - (Listen to a Rhyme), Daily Phonemic Awareness Section |  |  |
| R.F.K.2b | Count, pronounce, blend & segment syllables in spoken words. | Journeys - Daily Phonemic Awareness Section |  |  |
| R.F.K.3a | Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant. | Journeys - Daily Rhymes - (Listen to a Rhyme), Daily Phonemic Awareness Section |  |  |

**Unit \_\_1\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_1\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| R.F.K.2a | Recognize and produce rhyming | Journeys - Poems (Day 4), Daily Phonemic Awareness Section |  |  |
| R.I.K.2 | With prompting and support, identify the main topic and retell key details of a text. | Journeys - What Makes a Family? |  |  |

**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_2\_\_\_ Number of days to finish lesson \_\_5\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| R.F.K.2d | Isolate and pronounce the **initial**, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. | Journeys - Daily Phonemic Awareness (Beginning Sounds) |  |  |
| RL.K.3 | With prompting and support, identify **characters**, settings, and major events in a story. | Journeys - How Do Dinosaurs Go to School? |  |  |
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**Unit \_\_\_1\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_3\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| R.F.K.2d | Isolate and pronounce the **initial**, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. | Journeys - Daily Phonemic Awareness (Beginning Sounds) |  |  |
| RL.K.3 | With prompting and support, identify characters, **settings**, and major events in a story. | Journeys - Please, Puppy, Please |  |  |
| R.L.K.2 | With prompting and support, retell familiar stories, including key details. | Journeys - Please, Puppy, Please (T195) |  |  |

**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_4\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| R.F.K.2d | Isolate and pronounce the **initial**, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. | Journeys - Daily Phonemic Awareness (Beginning Sounds) |  |  |
| R.I.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear. | Journeys - Everybody Works |  |  |
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**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_5\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| R.F.K.2d | Isolate and pronounce the **initial**, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. | Journeys - Daily Phonemic Awareness (Beginning Sounds) |  |  |
| RL.K.3 | With prompting and support, identify characters, settings, and **major events** in a story. | Journeys - The Little Red Hen |  |  |

***UNIT 2 SHOULD BE COMPLETED BEFORE THANKSGIVING BREAK***

**Unit \_\_2\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_6\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Journeys - Text to Text box (T51) Compare poem "Picnic Day" and My Five Senses |  |  |
| SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Journeys - Opening Routines (Day 5 - T54) |  |  |
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**Unit \_\_2\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_7\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.3 | With prompting and support, **identify characters**, settings, and major events in a story. | Journeys |  |  |
| RI.K.2 | With prompting and support, **identify the main topic** and retell key details of a text | Journeys-Ft. Worth Zoo |  |  |

**Unit \_\_2\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_8\_\_ Number of days to finish lesson \_\_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text | Journeys-Move! |  |  |
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**Unit \_\_2\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_9\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear. | Journeys-What Do Wheels Do All Day? |  |  |
| RI.K.2 | With prompting and support, **identify the main topic** and retell key details of a text | Journeys-Ft. Worth Zoo |  |  |
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**Unit \_\_2\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_10\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.2 | With prompting and support, retell familiar stories, including key details | Journeys-Mouse Shapes w/ retelling cards in flip chart |  |  |

***UNIT 3 SHOULD BE DONE BY THE BEGINNING OF FEBRUARY***

**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_11\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| Science | Weather changes are long term and short term | Journeys- Jump into January |  |  |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Journeys |  |  |
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**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_12\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | Journeys |  |  |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding | Journeys |  |  |
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**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_13\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.10 | Actively engage in group reading activities with purpose and understanding | Journeys |  |  |
| RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a text | Journeys- What Color is Nature |  |  |
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**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_14\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.4 | With prompting and support, ask and answer questions about unknown words in a text | Journeys-Turtle Splash |  |  |

**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_15\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. | Journeys- What a Beautiful Sky! |  |  |
| RL.K.4 | Ask and answer questions about unknown words in a text | Journeys- How Many Stars in the Sky? -T335 Vocab List |  |  |
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***UNIT 4 SHOULD BE DONE BY MID MARCH***

**Unit \_\_4\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_16\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text | Journeys |  |  |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. | Journeys |  |  |
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**Unit \_\_4\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_17\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding. | Journeys |  |  |
| RL.K.5 | Recognize common types of texts (e.g., storybooks, poems) | Journeys |  |  |
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**Unit \_\_4\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_18\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic | Journeys |  |  |

**Unit \_\_4\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_19\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.2 | With prompting and support, retell familiar stories, including key details | Journeys |  |  |
| RL.K.3 | With prompting and support, identify characters, settings, and major events in a story |  |  |  |
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**Unit \_\_4\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_20\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.2 | With prompting and support, retell familiar stories, including key details | Journeys- Curious George, Duck and Goose |  |  |
| S.S. | Geography Strand | Journeys |  |  |
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***UNIT 5 SHOULD BE DONE BY END OF APRIL***

**Unit \_\_5\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_21\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.9 | With prompting and support, **compare and contrast** **the adventures and experiences of** **characters** in familiar stories | Journey- The Best of Friends |  |  |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text | Journeys- A Tiger Grows Up |  |  |
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**Unit \_\_5\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_22\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear | Journeys- What Can a Baby Animal Do |  |  |
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**Unit \_\_5\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_23\_\_ Number of days to finish lesson \_\_5\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | Journeys- Zinnia’s Flower Garden and Growing Sunflowers |  |  |

**Unit \_\_5\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_24\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text |  |  |  |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | Chameleon Chameleon and Amazing Animal Bodies |  |  |
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**Unit \_\_5\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_25\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear | Journeys- Pie in the Sky |  |  |
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***UNIT 6 MUST BE DONE BY END OF SCHOOL***

**Unit \_\_6\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_26\_\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.4 | Ask and answer questions about unknown words in a text | Journeys |  |  |
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**Unit \_\_6\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_27\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories | Journeys |  |  |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding | Journeys |  |  |
| S.S. | Geography Strand | Journeys |  |  |

**Unit \_\_6\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_28\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.2 | With prompting and support, retell familiar stories, including key details | Journeys |  |  |
| RL.K.3 | With prompting and support, identify characters, settings, and major events in a story | Journeys |  |  |
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**Unit \_\_6\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_29\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text | Journeys-Look at Us |  |  |

**Unit \_\_6\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_30\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL.K.2 | With prompting and support, retell familiar stories, including key details | Journeys |  |  |
| RL.K.3 | With prompting and support, identify characters, settings, and major events in a story | Journeys |  |  |
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