

Macon County Schools

Kindergarten
Curriculum Map
for
Reading

Ongoing Standards

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Preview & Predict	0001.2.1	0001.2.4 0001.8.3 0001.8.5	<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>0001.2.4 Summarize what has been heard using the logical sequence of events.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 			
Recall & Retell		0001.2.9	<p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p>			
Beginning Sound Discrimination	0001.1.3	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. 			

		0001.1.11	<ul style="list-style-type: none"> • Understand words are made up of one or more syllables. 0001.1.11 Apply phonics generalizations in order to decode words. • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Begin to explore Alphabetic Principle	0001.1.4		GLE 0001.1.4 Begin to explore the alphabetic principle.			
Voice intonation/volume		0001.8.8	0001.8.8 Understand that intonation and volume of voice assist with meaning.			
Understanding of basic English usage, mechanics	0001.1.1		GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.			
Strategies to Decode Words	0001.1.2		GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.			

Ongoing Standards (2)

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Visit Libraries/ Media Center		0001.7.2	0001.7.2 Visit libraries/media centers and regularly check out materials.			
Spell First and Last Name		0001.1.4	0001.1.4 Spell own first and last name.			
Capitalization at beginning of names		0001.1.3	0001.1.3 Use capitalization when writing names			
Recognize and punctuation marks		0001.1.1	0001.1.1 Recognize end punctuation marks for statements (period), questions (question mark) and emotions (exclamation mark).			
Recognize capitalization at beginning of sentences		0001.1.2	0001.1.2 Recognize capitalization at the beginning of sentences.			
Recognize nonlinguistic representation of words		0001.1.7	0001.1.7 Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs).			
Context Clues		0001.1.8	0001.1.8 Use context clues to identify vocabulary in text.			

Ongoing Standards (3)

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Critical Speaking Skills	0001.2.2		GLE 0001.2.2 Develop critical speaking skills essential for effective communication.			
Use appropriate listening skills		0001.2.1	0001.2.1 Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).			
Listen attentively to speaker		0001.2.2	0001.2.2 Listen attentively to speaker for specific information.			
Understand & Follow two-step oral directions		0001.2.3	0001.2.3 Understand and follow simple two-step oral directions.			
Use rules for conversation		0001.2.5	0001.2.5 Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).			
Speaks clearly, properly, & politely		0001.2.6	0001.2.6 Speak clearly, properly, and politely; recognize the difference between formal and informal language.			
Give simple two-step oral directions		0001.2.7	0001.2.7 Give simple two-step oral directions.			

Ongoing Standards (4)

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Participate in group discussion		0001.2.8	0001.2.8 Participate in group discussion. <ul style="list-style-type: none"> • Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem). • Ask and respond to questions from teacher and other group members. 			
Recite poems, stories, and song		0001.2.10	0001.2.10 Recite poems, stories, and songs.			
Recognize that illustrations support information in texts.	0001.6.2		GLE 0001.6.2 Recognize that illustrations support information in the texts.			
Develop reading fluency & accuracy	0001.8.3		GLE 0001.8.3 Develop reading fluency and accuracy.			
Read simple text containing familiar letter-sound correspondence and high frequency words. (Readers)		0001.8.7	0001.8.7 Read simple text containing familiar letter-sound correspondence and high frequency words			

1.1 The Little School Bus

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Preview and Predict	0001.2.1	0001.2.4 0001.8.3 0001.8.5	<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>0001.2.4 Summarize what has been heard using the logical sequence of events.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>The Little School Bus</p> <p><i>If You Take a Mouse to School</i> by Laura Numeroff</p> <p><i>The Wheels on the Bus</i> by Stephen Gulbis</p> <p><i>Minerva Louise at School</i> by Janet Morgan Stoeke</p>		
Recall and Retell		0001.2.9	0001.2.9 Retell a story, describing the plot, characters, and setting.	<i>Fluffy’s School Bus Adventure</i> by Kate McMullan		
Character	0001.8.4	0001.2.9 0001.8.6	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p> <p>0001.8.6 Identify the characters, setting, and events of a story.</p>			
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and</p>			

			nonfiction.		
Rhyming Words		0001.1.10	<p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. 		
Letter Recognition Aa-Ee		0001.1.11	<p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 		

1.2 Fix It Duck

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Preview and Predict	0001.2.1	0001.2.4 0001.8.3 0001.8.5	<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>0001.2.4 Summarize what has been heard using the logical sequence of events.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>Fix It Duck</p> <p><i>How a House is Built</i> by Gail Gibbons</p> <p><i>Tools</i> by Daniel Moignot</p> <p><i>Mr. Fixit's Magnet Machine</i> by Richard Scarry</p>		
Recall and Retell		0001.2.9	0001.2.9 Retell a story, describing the plot, characters, and setting.	Building Tools by Inez Snyder		
Setting	0001.8.4	0001.2.9 0001.8.6	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p> <p>0001.8.6 Identify the characters, setting, and events of a story.</p>			
Character	0001.8.4	0001.2.9 0001.8.6	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p> <p>0001.8.6 Identify the characters, setting, and events of a story.</p>			
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>			
Rhyming Words		0001.1.10	<p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. 			

Syllables		0001.1.10	<ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. 			
Letter Recognition Ff-Nn		0001.1.11	<p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			

1.3 Plaidypus Lost

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Preview and Predict	0001.2.1	0001.2.4 0001.8.3 0001.8.5	<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>0001.2.4 Summarize what has been heard using the logical sequence of events.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>Plaidypus Lost</p> <p><i>Olivia and the Missing Toy</i> by Ian Falconer</p> <p><i>What shall We Do, Blue Kangaroo</i> By Emma Chichester Clark</p> <p><i>Corduroy</i> by Don Freeman</p>		
Recall and Retell		0001.2.9	0001.2.9 Retell a story, describing the plot, characters, and setting.	<i>Paisley</i> by Maggie Smith		
Sequence	0001.5.1	0001.5.1	<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>0001.5.1 Arrange three items or events in sequential order.</p>			
Setting	0001.8.4	0001.2.9 0001.8.6	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p> <p>0001.8.6 Identify the characters, setting, and events of a story.</p>			
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and</p>			

		0001.8.2	number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.			
Initial Sound Discrimination	0001.1.3	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. 0001.1.10 Maintain phonemic awareness. <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. 			
		0001.1.11	0001.1.11 Apply phonics generalizations in order to decode words. <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			

Letter Recognition Oo-Rr		0001.1.11	0001.1.11 Apply phonics generalizations in order to decode words. <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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1.4 Miss Bindergarten Takes a Field Trip

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Categorize and Classify		0001.8.4	0001.8.4 Participate in the creation of graphic organizers (e.g., KWL charts, diagrams).	Miss Bindergarten Takes a Field Trip		
Setting	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	<i>Biscuit’s Picnic</i> by Alyssa Satin Capucili		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Bread Bread Bread</i> By Ann Morris <i>Firehouse Sal</i> by Larry Dane Brimmer <i>How It Happens at the Post Office</i> by Dawn Frederick		
Initial Sound Discrimination	0001.1.3	0001.1.10 0001.1.11	GLE 0001.1.3 Develop and maintain phonological awareness. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. 0001.1.11 Apply phonics generalizations in order to decode words. • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words.			

			<ul style="list-style-type: none"> • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Letter Recognition Tt-Ww		0001.1.11	<ul style="list-style-type: none"> 0001.1.11 Apply phonics generalizations in order to decode words. • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			

1.5 Julius

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Character	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	Julius <i>I Wanna Iguana</i> by Karen Kaufman Orloff		
Sequence	0001.5.1	0001.5.1	GLE 0001.5.1 Develop an understanding of sequential events. 0001.5.1 Arrange three items or events in sequential order.	<i>We are Best Friends</i> by Alik <i>Slippers at Home</i> By Andrew Clements		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Caring for Your Pets: A Book about Veterinarians</i> By Ann Owen		
Letters & Sounds Mm	0001.1.3	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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1.6 Dig, Dig, Digging

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Categorize and Classify		0001.8.4	0001.8.4 Participate in the creation of graphic organizers (e.g., KWL charts, diagrams).	Dig, Dig, Digging		
Setting	000.1.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	<i>Get to Work, Trucks!</i> by Don Carter <i>Construction Countdown</i> by K.C. Olsen		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Trucks</i> by Gail Sanders-Smith <i>Big Yellow Trucks and Diggers: Colors</i>		
Letters & Sounds Tt	0001.1.3	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words.			

		0001.1.11	<ul style="list-style-type: none"> • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Rhyming Words		0001.1.10	<p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. 			

2.1 Life in an Ocean

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Preview and Predict	0001.2.1	0001.2.4 0001.8.3 0001.8.5	<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>0001.2.4 Summarize what has been heard using the logical sequence of events.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>Life in an Ocean</p> <p><i>Antarctic Ice</i> by Jim Mastro</p> <p><i>Raindrops</i> by Larry Dane Brimmer</p> <p><i>Swimming with Dolphins</i> by Lambert Davis</p> <p><i>Sea Soup: Zooplankton</i> by Mary M. Cerullo</p>		
Recall and Retell		0001.2.9	0001.2.9 Retell a story, describing the plot, characters, and setting.			
Compare and Contrast	0101.5.3		GLE 0101.5.3 Make inferences and draw appropriate conclusions.			
Categorize and Classify		0001.8.4	0001.8.4 Participate in the creation of graphic organizers (e.g., KWL charts, diagrams).			
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books).</p> <p>0001.6.3 Use illustrations to help comprehend informational texts.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and</p>			

		0001.8.2	<p>other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>			
Letters & Sounds Aa Blend Phonemes		0001.1.10	<p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. 			
		0001.1.11	<p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			

2.2 Armadillo’s Orange

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Setting	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	Armadillo’s Orange <i>Home</i> by Jeannie Baker <i>Mr. Murry and Thumbkin</i> by Karma Wilson		
Sequence	0001.5.1	0001.5.1	GLE 0001.5.1 Develop an understanding of sequential events. 0001.5.1 Arrange three items or events in sequential order.	<i>A New Home</i> by Tim Bowers		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Chance</i> by Dian Curtis Regan		
Letters & Sounds Ss, Aa	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words.			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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2.3 Animal Babies in Grasslands

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Main Idea	0001.6.1 0001.8.4	0001.6.1	GLE 0001.6.1 Comprehend the main idea of informational texts. 0001.6.1 Respond appropriately to questions regarding the main idea of an informational text. GLE 0001.8.4 Identify basic literary elements.	Animal Babies in Grasslands <i>Babies on the Go</i> by Jane Dyer <i>Where Wild Babies Sleep</i> by Ann Purmell		
Compare and Contrast	0101.5.3		GLE 0101.5.3 Make inferences and draw appropriate conclusions.	<i>Tough Beginnings: How Baby Animals Survive</i> by Marilyn Singer <i>Crab Moon</i> by Ruth Horowitz		
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books). 0001.6.3 Use illustrations to help comprehend informational texts. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.			
Letters & Sounds Pp	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable			

		0001.1.11	<p>words to identify each phoneme.</p> <ul style="list-style-type: none"> • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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2.4 Bear Snores On

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Realism And Fantasy	0001.8.1	0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p>Bear Snores On</p> <p><i>Every Autumn Comes the Bear</i> by Jim Arnosky</p> <p><i>Little Brown Bear Won't Take a Nap!</i> by Jane Dyer</p>		
Setting	0001.8.4	0001.2.9 0001.8.6	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p> <p>0001.8.6 Identify the characters, setting, and events of a story.</p>	<p><i>Blueberries for Sal</i> by Robert McCloskey</p> <p><i>Bears are Curious</i> by Joyce Milton</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>Blueberries for Sal</i> by Robert McCloskey</p> <p><i>Bears are Curious</i> by Joyce Milton</p>		
Letters & Sounds Cc	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. 			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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2.5 A Bed for Winter

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Sequence	0001.5.1	0001.5.1	<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>0001.5.1 Arrange three items or events in sequential order.</p>	<p>A Bed for Winter</p>		
Categorize and Classify		0001.8.4	<p>0001.8.4 Participate in the creation of graphic organizers (e.g., KWL charts, diagrams).</p>	<p><i>Animals in the Fall</i> by Gail Saunders-Smith</p>		
Genre-Nonfiction	0001.8.1	<p>0001.1.9</p> <p>0001.6.2</p> <p>0001.6.3</p> <p>0001.8.1</p> <p>0001.8.2</p>	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books).</p> <p>0001.6.3 Use illustrations to help comprehend informational texts.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>The Mitten: A Ukrainian Folktale</i> by Jan Brett</p> <p><i>Snow</i> by Many Stojic</p> <p><i>The First Snow</i> by David Christiana</p>		
Letters & Sounds Ii	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful 			

		0001.1.11	<p>words.</p> <ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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2.6 Whose Garden Is It?

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Realism And Fantasy	0001.8.1	0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p>Whose Garden Is It?</p> <p><i>Secret in the Garden</i> by James Mayhew</p>		
Sequence	0001.5.1	0001.5.1	<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>0001.5.1 Arrange three items or events in sequential order.</p>	<p><i>Peapod Babies</i> by Karen Baicker</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>Fruit is a Suitcase for Seeds</i> by Jean Richards</p> <p><i>Good Morning, Garden</i> by Barbara Brenner</p>		
Letters & Sounds Ii	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into 			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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3.1 Little Panda

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Compare and Contrast	0101.5.3		GLE 0101.5.3 Make inferences and draw appropriate conclusions.	Little Panda		
Main Idea	0001.6.1 0001.8.4	0001.6.1	GLE 0001.6.1 Comprehend the main idea of informational texts. 0001.6.1 Respond appropriately to questions regarding the main idea of an informational text. GLE 0001.8.4 Identify basic literary elements.	<i>Giant Pandas: Gifts from China</i> by Allan Fowler <i>Panda Big, Panda Small</i> by Jane Cabrera		
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books). 0001.6.3 Use illustrations to help comprehend informational texts. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>A Tale of Two Pandas</i> by Adrienne Kennaway <i>Giant Pandas</i> by Gail Gibbons www.sandiegozoo.org		
Initial & Medial Sounds	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound.			

		0001.1.11	<ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Letters & Sounds Nn	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. 			

		0001.1.11	<ul style="list-style-type: none"> • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Internet Use	0001.7.1	0001.7.1	<p>GLE 0001.7.1 Explore a variety of media.</p> <p>0001.7.1 Experience and respond to a variety of media (e.g., books, audio tapes, film).</p>			

3.2 Little Quack

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Plot	0001.8.4	0001.2.9	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting.	Little Quack <i>One Some Many</i> by Marthe Jocelyn		
Realism And Fantasy	0001.8.1	0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Five Green and Speckled Frogs</i> by Martin Kelly		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Dog’s Colorful Day: A Messy Story about Colors and Counting</i> by Emma Dodd <i>10 Days of Cool</i> by Stuart J. Murphy		
Letters & Sounds Nn, Rr	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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3.3 See How We Grow

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Cause and Effect	0001.5.2	0001.5.2	<p>GLE 0001.5.2 Recognize the relationship of actions and consequences.</p> <p>0001.5.2 Identify the likely consequence of a particular action.</p>	<p>See How We Grow</p> <p><i>As Big as You</i> by Elaine Greenstein</p>		
Compare and Contrast	0101.5.3		<p>GLE 0101.5.3 Make inferences and draw appropriate conclusions.</p>	<p><i>Welcome Baby!:</i> <i>Baby Rhymes for Baby Times</i> by Stephanie Calmenson</p>		
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books).</p> <p>0001.6.3 Use illustrations to help comprehend informational texts.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>Twins Have a Fight</i> by Ellen Weiss</p> <p><i>About Twins</i> by Shelley Rotner</p>		
Letters & Sounds Dd	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful 			

		0001.1.11	<p>words.</p> <ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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3.4 Farfallina and Marcel

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Plot	0001.8.4	0001.2.9	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting.	Farfallina and Marcel <i>The Very Hungry Caterpillar</i> by Eric Carle		
Character	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	<i>Growing Like Me</i> by Anne Rockwell <i>The Growing Up Tree</i> by Vera Rosenberry		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Tiger, Tiger, Growing Up</i> by Joan Hewett		
Initial And Final Sounds	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words.			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Letters & Sounds Ff	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into 			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none">• Recognize and produce rhyming words.• Recognize words that have the same beginning and ending sounds.• Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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3.5 Seeds

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	<p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>Seeds</p> <p><i>The Magic School Bus Plants Seeds: A Book about How Living Things Grow</i> by Joanna Cole</p> <p><i>Ten Seeds</i> by Ruth Brown</p> <p><i>Life as a Sunflower</i> by Victoria Parker</p>		
Compare and Contrast	0101.5.3		<p>GLE 0101.5.3 Make inferences and draw appropriate conclusions.</p>			
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books).</p> <p>0001.6.3 Use illustrations to help comprehend informational texts.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>How a Seed Grows</i> by Helene J. Jordan</p>		

3.6 Hide, Clyde

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Main Idea	0001.6.1 0001.8.4	0001.6.1	GLE 0001.6.1 Comprehend the main idea of informational texts. 0001.6.1 Respond appropriately to questions regarding the main idea of an informational text. GLE 0001.8.4 Identify basic literary elements.	Hide, Clyde <i>Hiding in a Rainforest</i> by Patricia Whitehouse <i>They Thought They Saw Him</i> by Craig Kee Strete		
Plot	0001.8.4	0001.2.9	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting.	<i>Animals in Camouflage</i> by Phyllis Limbacher <i>Almost Invisible Irene</i> by Daphe Skinner		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.			
Initial & Medial Sounds	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful			

		0001.1.11	<p>words.</p> <ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Letters & Sounds Oo	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into 			

		0001.1.11	<p>individual sounds and blend the sounds into whole words.</p> <ul style="list-style-type: none">• Recognize and produce rhyming words.• Recognize words that have the same beginning and ending sounds.• Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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4.1 Bunny Day

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Sequence	0001.5.1	0001.5.1	<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>0001.5.1 Arrange three items or events in sequential order.</p>	<p>Bunny Day</p> <p><i>Buzz</i> by Janet S. Wong</p>		
Compare and Contrast	0101.5.3		<p>GLE 0101.5.3 Make inferences and draw appropriate conclusions.</p>	<p><i>Just Like Daddy</i> by Frank Asch</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>10 Minutes till Bedtime</i> by Peggy Rathmann</p> <p><i>Tales of Amanda Pig</i> by Jean Van Leeuwen</p>		
Letters & Sounds Hh Oo	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. 			

		0001.1.11	<ul style="list-style-type: none">• Recognize words that have the same beginning and ending sounds.• Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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4.2 My Lucky Day

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Cause and Effect	0001.5.2	0001.5.2	GLE 0001.5.2 Recognize the relationship of actions and consequences. 0001.5.2 Identify the likely consequence of a particular action.	My Lucky Day		
Plot	0001.8.4	0001.2.9	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting.	<i>Suddenly</i> by Colin McNaughton		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Rosie’s Walk</i> by Pat Hutchins <i>Fox Trot</i> by Molly Coxe <i>The Gruffalo</i> by Julia Donaldson		
Letters & Sounds Ll Hh	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none">• Recognize and produce rhyming words.• Recognize words that have the same beginning and ending sounds.• Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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4.3 One Little Mouse

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Sequence	0001.5.1	0001.5.1	<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>0001.5.1 Arrange three items or events in sequential order.</p>	<p>One Little Mouse</p> <p><i>A House is a House for Me</i> by May Ann Hoberman</p>		
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	<p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p><i>Mouse Finds a House</i> by Karen Hoenecke</p> <p><i>The Best Pest</i> by P.D. Eastman</p> <p><i>Animal Homes</i> by Sonia Black</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>			
Initial Blends	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct 			

		0001.1.11	<p>sound.</p> <ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Letters & Sounds	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable 			

		0001.1.11	<p>words to identify each phoneme.</p> <ul style="list-style-type: none"> • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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4.4 Goldilocks and the Three Bears

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Character	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	Goldilocks and the Three Bears <i>Leola and the Honeybears</i> by Melodye Benson Rosales		
Setting	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	<i>Deep in the Forest</i> by Brinton Turkle <i>The Three Billy Goats Gruff</i> by Annette Smith		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Somebody and the Three Blairs</i> by Maylin Tolhurst		
Consonant Blends	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately			

		0001.1.11	<p>spoken phoneme to make meaningful words.</p> <ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Letters & Sounds Gg	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. 			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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4.5 If You Could Go to Antarctica

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Categorize and Classify		0001.8.4	0001.8.4 Participate in the creation of graphic organizers (e.g., KWL charts, diagrams).	If You Could Go to Antarctica		
Main Idea	0001.6.1 0001.8.4	0001.6.1	GLE 0001.6.1 Comprehend the main idea of informational texts. 0001.6.1 Respond appropriately to questions regarding the main idea of an informational text. GLE 0001.8.4 Identify basic literary elements.	<i>Antarctica Antics: A Book of Penguin Poems</i> by Judy Sierra <i>Puffins Climb, Penguins Rhyme</i> by Bruce McMillan		
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books). 0001.6.3 Use illustrations to help comprehend informational texts. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Follow the Polar Bears</i> by Sonia Black <i>Lionel in Winter</i> by Steven Krensky		
Letters & Sounds Ee	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable			

		0001.1.11	<p>words to identify each phoneme.</p> <ul style="list-style-type: none"> • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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4.6 Abuela

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Setting	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	Abuela <i>Tar Beach</i> by Faith Ringgold <i>Lots of Grandparents</i> by Shelly Rotner & Sheila Kelly		
Realism And Fantasy	0001.8.1	0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Hairs/Pelitos</i> by Sandra Cisneros		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Alison’s Wings</i> by Marion Dane Baker		
Letters & Sounds Ee, Ff	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words.			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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5.1 Max Takes the Train

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Realism And Fantasy	0001.8.1	0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p>Max Takes the Train</p> <p><i>Next Stop</i> by Sarah Ellis</p>		
Plot	0001.8.4	0001.2.9	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p>	<p><i>Max's Ride</i> by Rosemary Wells</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>Minnie and Moo Go to Paris</i> by Denys Cazet</p> <p><i>Engine, Engine, Number Nine</i> by Stephanie Calmenson</p>		
Letters & Sounds Jj	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into 			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none">• Recognize and produce rhyming words.• Recognize words that have the same beginning and ending sounds.• Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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5.2 Mayday! Mayday!

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Cause and Effect	0001.5.2	0001.5.2	<p>GLE 0001.5.2 Recognize the relationship of actions and consequences.</p> <p>0001.5.2 Identify the likely consequence of a particular action.</p>	<p>Mayday! Mayday!</p> <p><i>Radio Rescue</i> by Lynne Barasch</p>		
Sequence	0001.5.1	0001.5.1	<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>0001.5.1 Arrange three items or events in sequential order.</p>	<p><i>“Fire! Fire!” Said Mrs. McGuire</i> by Bill Martin. Jr.</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>	<p><i>Firefighters Fight Fires</i> by Carol Greene</p> <p><i>Search and Rescue</i> by Penn Mullin</p>		
Letters & Sounds Xx	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into 			

		0001.1.11	<p>whole words.</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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5.3 Messenger, Messenger

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Compare and Contrast	0101.5.3		GLE 0101.5.3 Make inferences and draw appropriate conclusions.	Messenger, Messenger		
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	GLE 0001.8.2 Employ a variety of basic reading comprehension strategies. 0001.8.3 Make predictions about text. 0001.8.5 Derive meaning while reading by employing the following strategies: <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<i>Uptown</i> by Bryan Collier <i>I Stink!</i> by Kate & Jim McMullan <i>No Mail for Mitchell</i> by Catherine Siracusa		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Trashy Town</i> by Andrea Zimmerman		
Letters & Sounds Uu	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. 			

		0001.1.11	<ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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5.4 The Little Engine That Could

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Plot	0001.8.4	0001.2.9	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting.	The Little Engine That Could <i>Train Song</i> by Diane Siebert		
Character	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	<i>This Train</i> by Paul Collicutt <i>Trains</i> by Anne Rockwell		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Fireboat: The Heroic Adventures of the John J. Harvey</i> by Maira Kalman		
Letters & Sounds Uu	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words.			

		0001.1.11	<ul style="list-style-type: none">• Segment one-syllable words into individual sounds and blend the sounds into whole words.• Recognize and produce rhyming words.• Recognize words that have the same beginning and ending sounds.• Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none">• Recognize and name all uppercase/lowercase letters of the alphabet.• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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5.5 On the Move!

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Main Idea	0001.6.1 0001.8.4	0001.6.1	GLE 0001.6.1 Comprehend the main idea of informational texts. 0001.6.1 Respond appropriately to questions regarding the main idea of an informational text. GLE 0001.8.4 Identify basic literary elements.	On the Move! <i>The Big Book of Things That Go</i> by Caroline Bingham <i>Cars</i> by Anne Rockwell		
Cause and Effect	0001.5.2	0001.5.2	GLE 0001.5.2 Recognize the relationship of actions and consequences. 0001.5.2 Identify the likely consequence of a particular action.	<i>Marvin K. Mooney, Will You Please Go Now!</i> by Dr. Seuss		
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books). 0001.6.3 Use illustrations to help comprehend informational texts. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Harvey Slumfenburger's Christmas Present</i> by John Bumingham		
Letters & Sounds Vv	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct			

		0001.1.11	<p>sound.</p> <ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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5.6 This Is the Way We Go to School

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	<p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>This is the Way We Go to School</p> <p><i>On the Go</i> by Ann Morris</p> <p><i>School Bus</i> by Donald Crews</p> <p><i>Loving</i> by Ann Morris</p>		
Main Idea/Theme	0001.6.1 0001.8.4	0001.6.1	<p>GLE 0001.6.1 Comprehend the main idea of informational texts.</p> <p>0001.6.1 Respond appropriately to questions regarding the main idea of an informational text.</p> <p>GLE 0001.8.4 Identify basic literary elements.</p>	<p><i>Children Around the World</i> by Donata Montanari</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>			

6.1 Homes Around the World

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Compare and Contrast	0101.5.3		GLE 0101.5.3 Make inferences and draw appropriate conclusions.	Homes Around the World		
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	GLE 0001.8.2 Employ a variety of basic reading comprehension strategies. 0001.8.3 Make predictions about text. 0001.8.5 Derive meaning while reading by employing the following strategies: <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<i>Home to Me</i> by Lee Bennett Hopkins <i>House</i> by Ann Morris <i>Houses and Homes</i> by Ann Morris <i>Where Do I live?</i> by Neil Chesanow		
Genre-Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books). 0001.6.3 Use illustrations to help comprehend informational texts. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.			

6.2 Old McDonald Had a Workshop

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Character	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	Old McDonald Had a Workshop <i>How a House is Built</i> by Gail Gibbons		
Plot	0001.8.4	0001.2.9	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting.	<i>Tools</i> by Ann Morris <i>Tool Box</i> by Gail Gibbons		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Albert's Alphabet</i> by Leslie Tryon		
Letters & Sounds /o/ /a/ /i/	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words.			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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6.3 Building Beavers

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Main Idea	0001.6.1 0001.8.4	0001.6.1	GLE 0001.6.1 Comprehend the main idea of informational texts. 0001.6.1 Respond appropriately to questions regarding the main idea of an informational text. GLE 0001.8.4 Identify basic literary elements.	Building Beavers <i>Turtle’s Race with Beaver</i> By Joseph Bruchac		
Cause and Effect	0001.5.2	0001.5.2	GLE 0001.5.2 Recognize the relationship of actions and consequences. 0001.5.2 Identify the likely consequence of a particular action.	<i>What Can Swim?</i> By Pam Holden		
Genre- Nonfiction	0001.8.1	0001.1.9 0001.6.2 0001.6.3 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.6.2 Explore various forms of informational texts (e.g., charts, magazines, books). 0001.6.3 Use illustrations to help comprehend informational texts. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Busy Little Bear</i> By Dawn Bentley <i>Old Beaver</i> By Udo Weigett		
Letters & Sounds <i>/e/ /o/</i>	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct			

		0001.1.11	<p>sound.</p> <ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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6.4 The Night Worker

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Plot	0001.8.4	0001.2.9	<p>GLE 0001.8.4 Identify basic literary elements.</p> <p>0001.2.9 Retell a story, describing the plot, characters, and setting.</p>	<p>The Night Worker</p> <p><i>Power Machines</i> by Ken Robbins</p>		
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	<p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p><i>One Big Building: A Counting Book about Construction</i> by Michael Dahl</p> <p><i>Alphabet Under Construction</i> by Denise Fleming</p> <p><i>Goodnight, Goodnight</i> by Eve Rich</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>			
Letters & Sounds /u/ /o/	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct 			

		0001.1.11	<p>sound.</p> <ul style="list-style-type: none"> • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
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6.5 The House that Tony Lives In

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retaught
Setting	0001.8.4	0001.2.9 0001.8.6	GLE 0001.8.4 Identify basic literary elements. 0001.2.9 Retell a story, describing the plot, characters, and setting. 0001.8.6 Identify the characters, setting, and events of a story.	The House that Tony Lives In <i>The House that Jack Built</i> by Elizabeth Falconer		
Realism And Fantasy	0001.8.1	0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.8.2 Distinguish between fiction and nonfiction.	<i>A House for Little Red</i> by Margaret Hillert		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	GLE 0001.8.1 Explore and experience various literary genres. 0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. 0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	<i>Building a House</i> by Byron Barton <i>Teamwork</i> by Ann Morris		
Letters & Sounds /u/	0001.1.3 0001.1.4	0001.1.10	GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle. 0001.1.10 Maintain phonemic awareness. • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable words to identify each phoneme. • Use sound blending of each separately spoken phoneme to make meaningful words.			

		0001.1.11	<ul style="list-style-type: none"> • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Decode Words	0001.1.2	0001.1.5	<p>GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p> <p>0001.1.5 Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>			
		0001.1.11	<p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. 			

			<ul style="list-style-type: none">• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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6.6 Animal Houses

SKILL	GLEs	CFUs	STANDARDS	RESOURCES	Date Taught	Date Retought
Draw Conclusions	0001.8.2	0001.8.3 0001.8.5	<p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>0001.8.3 Make predictions about text.</p> <p>0001.8.5 Derive meaning while reading by employing the following strategies:</p> <ul style="list-style-type: none"> • Asking questions to clarify meaning. • Participating in discussions. • Predicting what will happen next. • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	<p>Animal Houses</p> <p><i>Is This a House for Hermit Crab?</i> by Megan McDonald</p> <p><i>Where Do Birds Live?</i> By Betsy Chessen</p> <p><i>Frogs</i> By Laura Driscoll</p>		
Compare and Contrast	0101.5.3		<p>GLE 0101.5.3 Make inferences and draw appropriate conclusions.</p>	<p><i>Birds Build Nests</i> By Yvonne Winer</p>		
Genre-Fiction	0001.8.1	0001.1.9 0001.8.1 0001.8.2	<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.</p> <p>0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.</p> <p>0001.8.2 Distinguish between fiction and nonfiction.</p>			
Letters & Sounds	0001.1.3 0001.1.4	0001.1.10	<p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p> <p>0001.1.10 Maintain phonemic awareness.</p> <ul style="list-style-type: none"> • Understand that a phoneme is one distinct sound. • Use sound stretching of one-syllable 			

		0001.1.11	<p>words to identify each phoneme.</p> <ul style="list-style-type: none"> • Use sound blending of each separately spoken phoneme to make meaningful words. • Segment one-syllable words into individual sounds and blend the sounds into whole words. • Recognize and produce rhyming words. • Recognize words that have the same beginning and ending sounds. • Understand words are made up of one or more syllables. <p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all uppercase/lowercase letters of the alphabet. • Understand that the sequence of letters in a written word represents the sequence of sounds in a word. • Use letter-sound matches to decode simple words. • Understand that as letters of a word change, so do the sounds (alphabetic principle). • Make new words using common word families (e.g., b-at, p-at, c-at). • Use the first letter of a word paired with a picture as a decoding strategy. 			
Decode Words	0001.1.2	0001.1.5	<p>GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p> <p>0001.1.5 Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>			
		0001.1.11	<p>0001.1.11 Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> • Recognize and name all 			

			<p>uppercase/lowercase letters of the alphabet.</p> <ul style="list-style-type: none">• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.• Use letter-sound matches to decode simple words.• Understand that as letters of a word change, so do the sounds (alphabetic principle).• Make new words using common word families (e.g., b-at, p-at, c-at).• Use the first letter of a word paired with a picture as a decoding strategy.			
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