

Scope and Sequence

Course/Subject: Reading

Grade Level: 4K

Month	Unit Title/ Letters/ Sight Words	I can statements or Standards (Desired Results) * Bold power standards*	Acceptable Evidence (Transfer Task)
September	Unit 1- Who We Are Letters: -- Sight Words: I, a, see, me	I can sing the alphabet song. I can hear loud and soft sounds. I can express feelings. I can listen and comprehend. I can learn new vocabulary. I can listen to and identify environmental sounds. I can begin to retell. I can write my name. I can recognize environmental print. I can participate in making a list. I can compare letters. I can read and write high frequency words. I can recognize upper and lowercase letters. I can distinguish same and different environmental sounds. I can understand that print, logos, and symbols convey meaning. I can chant and perform a rhyme. I can read a theme-related book. I can respond in writing.	<ul style="list-style-type: none"> - Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly

		<p>I can identify first letter in name. I can beginning to distinguish sound position. I can recognize letter sounds. I can begin to recognize the characters in a story. I can distinguish print from pictures. I can participate in writing a note.</p>	
<p>October</p>	<p>Unit 2- Making Friends</p> <p>Letters- Aa, Mm, Ss, Pp</p> <p>Sight Words: like, we, to</p>	<p>I can identify Aa. I can clap syllables in one's name. I can write Aa. I can begin to compare and contrast items. I can understand concept of a word. I can participate in making a list. I can identify Mm. I can begin to identify rhyming words. I can write Mm. I can compare and contrast. I can understand directionality of print. I can participate in making a chart. I can learn naming and action words. I can identify Ss. I can identify initial sounds. I can write Ss. I can begin to identify key events. I can understand the concept of a letter. I can participate in writing a note.</p>	<ul style="list-style-type: none"> - Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly

November	<p>Unit 3- Families</p> <p>Letters: Tt, Ii, Nn, Cc</p> <p>Sight Words: the, are</p>	<p>I can identify Tt. I can write Tt. I can identify initial sounds. I can understand uppercase letters in print. I can participate in making a list. I can identify Ii. I can identify rhyming words. I can write I. I can understand word spaces. I can participate in writing an invitation. I can perform a rhyme. I can identify Nn. I can segment words by syllable. I can write Nn. I can begin to understand characters. I can match words.</p>	<ul style="list-style-type: none"> - Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly
December	<p>Unit 4- Food</p> <p>Letters: Oo, Ff, Hh, Dd</p> <p>Sight Words: is, my</p>	<p>I can identify Oo. I can write Oo. I can begin to compare and contrast items. I can identify uppercase and lowercase letters. I can compare letter sounds. I can identify Ff. I can write Ff. I can identify initial sounds. I can identify Hh. I can recognize alliteration.</p>	<ul style="list-style-type: none"> - Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group

		<p>I can listen and comprehend. I can write Hh. I can begin to understand sequence. I can understand text forms and functions.</p>	<p>instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly</p>
January	<p>Unit 5- Our Neighborhood</p> <p>Letters: Rr, Ee, Bb, Ll</p> <p>Sight Words: big, have</p>	<p>I can identify Rr. I can blend Syllables. I can write Rr. I can blend syllables with picture support. I can begin to sequence. I can match words. I can participate in making a list. I can compare letter sounds. I can listen and comprehend a story. I can identify Ee. I can write Ee. I can begin to focus on key details. I can understand word spaces. I can identify rhyming words. I can learn opposites. I can identify Bb. I can write Bb. I can delete syllables with picture support. I can match sentences.</p>	<p>- Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly</p>
February	<p>Unit 6- Transportation</p> <p>Letters: Kk,</p>	<p>I can identify Kk. I can write Kk. I can begin to compare and contrast items.</p>	<p>- Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games</p>

	<p>Uu, Gg, Ww</p> <p>Sight Words: where, go</p>	<p>I can match letter sounds. I can participate in writing a story. I can identify Uu. I can write Uu. I can understand words spaces. I can identify and innovate a rhyme. I can identify Gg. I can write Gg. I can begin to understand setting. I can participate in writing a message. I can listen and comprehend a story.</p>	<ul style="list-style-type: none"> -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly
<p>March</p>	<p>Unit 7- Animals</p> <p>Letters: Xx, Vv, Jj, Qq</p> <p>Sight Words: little, play</p>	<p>I can identify Xx. I can write Xx. I can blend words by onset and rime. I can match letters and sounds. I can read and write high frequency words. I can begin to retell story events. I can identify Vv. I can write Vv. I can recognize letters in print. I can identify Jj. I can delete the onset. I can write Jj. I can distinguish letters from numbers. I can read a theme related book.</p>	<ul style="list-style-type: none"> - Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments

			-Differentiated Literacy Centers weekly
April	<p>Unit 8- Nature</p> <p>Letters: Yy, Zz,</p> <p>Sight Words: you, what</p>	<p>I can identify Yy. I can write Yy. I can learn new vocabulary. I can begin to sequence. I can participate in writing a sentence. I can identify Zz. I can write Zz. I can begin to compare and contrast. I can understand directionality of print. I can participate in making a chart. I can write letters. I can identify initial sounds in a words. I can identify consonants and vowels. I can participate in writing questions and answers.</p>	<p>- Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students - Differentiated small group instruction/ ability grouping - Small group formative assessment/ individual assessment - Weekly/ Bi-weekly writing assessments -Differentiated Literacy Centers weekly</p>
May	<p>Unit 9- Getting Ready for Kindergarten</p> <p>Letters: Review/ assess</p> <p>Sight Words: with, for</p>	<p>I can blend words parts. I can recognize sentences. I can write an alliterative sentence. I can delete syllables. I can identify letters and numbers. I can use I to write a sentence. I can re connected text. I can recognize high frequency words.</p>	<p>- Daily Alphabet Time/ ABC song activities -Weekly letter- sound activities/ games -Whole group learning prompts/ mini lessons on literacy skill(s) - Journal prompts related to reading topics - Reading genre exploration/ Book Time- a variety of books available to students</p>

			<ul style="list-style-type: none">- Differentiated small group instruction/ ability grouping- Small group formative assessment/ individual assessment- Weekly/ Bi-weekly writing assessments- Differentiated Literacy Centers weekly
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