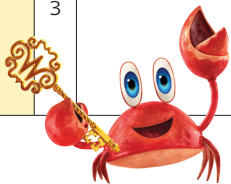
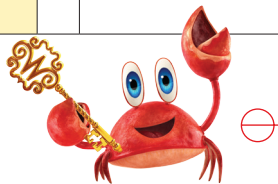


| Unit   | Week | Reading Comprehension Strategy/ Skill                    | Standard         | Writing / Writing Trait | Standard | Phonics Skill Standard | Standard | Phonological/ Phonemic Awareness Standards  | Standard | High Frequency Words Standard                             | Standard | Grammar Skill Standard | Standard | Weekly Standards Assessed (Progress Monitoring) | Unit Standards Assessed  |
|--------|------|--|------------------|-------------------------|----------|------------------------|----------|---|----------|---|----------|------------------------|----------|---|--|
| Unit 1 | 1    | Ask and Answer Questions/Key Details (Use Illustrations) | RLK1, RLK2, RLK7 | Informative/ Ideas      | WK2      | m                      | RFK3a    | Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending                          | RFK2d    | the *out  | RFK3c    | Nouns                  | LK1b     | RFK3a RFK3c<br>RLK1, RLK7                       | RLK1, RLK7, RIK1, RIK7, RFK2b, RFK2c, RFK2d, RFK3a, RFK3b, RFK3c, LK5c |
|        | 2    | Ask and Answer Questions/Key Details (Use Illustrations) | RLK1, RLK2, RLK7 |                         |          | a                      | RFK3a    | Recognize Rhyme, Phoneme Isolation (initial/ medial), Phoneme Identity, Phoneme Blending              | RFK2d    | we *down  | RFK3c    | Nouns                  | LK1b     | RFK3a RFK3c<br>RLK1, RLK7                       |  |
|        | 3    | Ask and Answer Questions/Key Details (Use Photos)        | RIK1, RIK7, RLK5 |                         |          | s (initial)            | RFK3a    | Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization        | RFK2d    | see *will   | RFK3c    | Nouns                  | LK1b     | RFK3a RFK3c<br>RIK1, RIK7                       |  |
| Unit 2 | 1    | Ask and Answer Questions/Key Details (Use Photos)        | RIK1, RIK7       | Informational/ Ideas    | WK2      | p                      | RFK3a    | Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending                   | RFK2d    | a *there  | RFK3c    | Verbs                  | LK1B     | RFK3a, RFK3c,<br>RIK1, RIK7                     | RLK1, RLK7, RIK1, RIK7, RFK2b, RFK2d, RFK2f, RFK3a, RFK3c, LK5a, LK5c  |
|        | 2    | Ask and Answer Questions/Key Details (Use Photos)        | RLK1, RIK7       |                         |          | t                      | RFK3a    | Onset and Rime Blending, Phoneme Isolation (initial/ final), Phoneme Blending, Phoneme Categorization | RFK2d    | like *two   | RFK3c    | Verbs                  | LK1B     | RFK3a RFK3c<br>RIK1, RIK7                       |  |
|        | 3    | Ask and Answer Questions/Key Details (Use Illustrations) | RLK1, RKL7       |                         |          | Review m,a,s,p,t       | RFK3a    | Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending                                 | RFK2d    | Review the, a, see, we, like *out, down, will, there, two | RFK3c    | Verbs                  | LK1B     | RFK3a,RFK3b,<br>RFK3c, RLK1,<br>RLK7            |  |

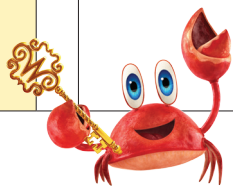
| Unit   | Week | Reading Comprehension Strategy/ Skill                                   | Standard   | Writing / Writing Trait                         | Standard   | Phonics Skill Standard | Standard | Phonological/ Phonemic Awareness Standards   | Standard | High Frequency Words Standard  | Standard | Grammar Skill Standard | Standard   | Weekly Standards Assessed (Progress Monitoring) | Unit Standards Assessed   |
|--------|------|---|------------|---|------------|------------------------|----------|--|----------|--|----------|------------------------|------------|---|---|
| Unit 3 | 1    | Visualize/Key details (Use Illustrations)                               | RLK1, RLK7 | Narrative/ Sentence Fluency                     | WK3        | i                      | RFK3b    | Recognize Rhyme, Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization             | RFK2d    | to<br>*her,one   | RFK3c    | Sentences              | LK2a, LK2b | RFK3b RFK3c<br>RLK1, RLK7                       | RLK1, RLK3, RLK7, RFK2b, RFK2d, RFK2f, RFK3a, RFK3b, RFK3c, LLK5a, LK5c |
|        | 2    | Visualize/Key details (Use Illustrations)                               | RLK1, RLK7 | Informative/ Ideas                              | WK2        | n                      | RFK3b    | Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation                          | RFK2d    | and<br>*then,new   | RFK3c    | Sentences              | LK2a, LK2b | RFK3a RFK3c<br>RLK1, RLK7                       |   |
|        | 3    | Visualize/Character, Setting, Events (Use Illustrations)                | RLK3       | Narrative/ Organization                         | WK3        | c (initial)            | RFK3a    | Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation | RFK2d    | go<br>*could, place  | RFK3c    | Sentences              | LK2a, LK2b | RFK3a, RFK3c,<br>RLK3                           |   |
| Unit 4 | 1    | Ask and Answer Questions/Key Details (Sequence)                         | RIK1, RIK7 | Informative/ Word choice                        | WK2        | o                      | RFK3b    | Onset and Rime Segmentation, Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization | RFK2d    | you *all, that   | RFK3c    | Adjectives             | LK1f       | RFK3b RFK3c<br>RIK1, RIK7                       | RLK1,RLK3, RIK7, RFK2b, RFK2d, RFK2f, RFK3a, RFK3b, RFK3c, LK1e, LK5c   |
|        | 2    | Ask and Answer Questions/Character, Setting, Events (Use Illustrations) | RLK3       | Informative/ Word Choice                        | WK2        | d                      | RFK3a    | Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation                 | RFK2d    | do *day ,long  | RFK3c    | Adjectives             | LK1f       | RFK3a, RFK3c,<br>RLK3                           |   |
|        | 3    | Ask and Answer Questions/Key Details (Sequence)                         | RIK1, RFK7 | Informative/ Word Choice Narrative/ Word Choice | WK2<br>WK3 | Review i<br>n,c,o,d    | RFK3a    | Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation                                  | RFK2d    | Review and, do, go, to, you *her, one, then, new, could, place, all, that, day, long | RFK3c    | Adjectives             | LK1f       | RFK3a, RFK3b,<br>RFK3c, RIK1                    |   |



| Unit   | Week | Reading Comprehension Strategy/ Skill                 | Standard   | Writing / Writing Trait | Standard | Phonics Skill Standard         | Standard | Phonological/ Phonemic Awareness Standards  | Standard | High Frequency Words Standard   | Standard | Grammar Skill Standard | Standard | Weekly Standards Assessed (Progress Monitoring) | Unit Standards Assessed   |
|--------|------|---|------------|-------------------------|----------|--------------------------------|----------|---|----------|---|----------|------------------------|----------|---|---|
| Unit 5 | 1    | Reread/Character, Setting, Events (Use Illustrations) | RLK3, RLK7 | Narrative/ Organization | WK3      | h (initial)                    | RFK3a    | Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization                | RFK2d    | my *than, his   | RFK3c    | Pronouns               | L1.1d    | RFK3a, RFK3c, RLK3                              | RLK3, RIK2, RFK2b, RFK2d, RFK2e, RFK2f, RFK3a, RFK3b, RFK3c, LK5a, LK5c |
|        | 2    | Reread/Main Topic and Key Details                     | RIK1, RIK2 | Opinion/ Organization   | WK1      | e                              | RFK3b    | Onset and Rime blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation | RFK2d    | are *when, which  | RFK3c    | Pronouns               | L1.1d    | RFK3b, RFK3c, RIK2                              |   |
|        | 3    | Reread/Main Topic and Key Details                     | RIK2       | Narrative/ Organization | WK3      | f, r                           | RFK3a    | Recognize Rhyme, Phoneme Isolation (initial), Phoneme Blending, Phoneme Addition                      | RFK2d    | with, he *many, them  | RFK3c    | Pronouns               | L1.1d    | RFK3a, RFK3c, RIK2                              |   |
| Unit 6 | 1    | Visualize/Key Details (Sequence)                      | RLK1, RLK7 | Opinion/Voice           | WK1      | b, l (initial)                 | RFK3a    | Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation                | RFK2d    | is, little *by, some  | RFK3c    | Nouns                  | LK1c     | RFK3a RFK3c RLK1                                | RLK1, RLK7, RIK1, RFK2b, RFK2d, RFK2e, RFK2f, RFK3a, RFK3c, LK5c        |
|        | 2    | Visualize/Key Details (Sequence)                      | RLK1, RLK7 | Narrative/ Organization | WK3      | k (initial) ck                 | RFK3a    | Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation                            | RFK2d    | she, was *now, way  | RFK3c    | Nouns                  | LK1c     | RFK3a, RFK3c, RLK1                              |   |
|        | 3    | Visualize/Key Details (Use Illustrations)             | RLK1, RLK2 | Narrative/ Organization | WK3      | Review h, e, f, r, b, l, k, ck | RFK3a    | Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition                          | RFK2d    | Review are, he is, little, my, she, was with *than, his, when, which, many, them, by, some, no w, way | RFK3c    | Nouns                  | LK1c     | RFK3a, RFK3b, RFK3c, RLK1, RLK2                 |   |



| Unit   | Week | Reading Comprehension Strategy/ Skill  | Standard | Writing / Writing Trait       | Standard | Phonics Skill Standard         | Standard | Phonological/ Phonemic Awareness Standards   | Standard     | High Frequency Words Standard  | Standard | Grammar Skill Standard      | Standard | Weekly Standards Assessed (Progress Monitoring) | Unit Standards Assessed  |
|--------|------|--|----------|-------------------------------|----------|--------------------------------|----------|--|--------------|--|----------|-----------------------------|----------|---|--|
| Unit 7 | 1    | Reread/Connections within Text (Compare and Contrast)                                  | RIK3     | Informative/ Word Choice      | WK2      | u                              | RFK3a    | Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion | RFK2d        | for, have<br>*from, how  | RFK3c    | Verbs                       | LK1b     | RFK3a, RFK3b, RFK3c, RIK3                       | RLK3, RIK3<br>RFK2d, RFK2e, RFK2f, RFK3a, RFK3b, RFK3c, LK5a, LK5c |
|        | 2    | Make, Confirm, and Revise Predictions/Character, Setting, Plot (Problem and Solution)  | RLK3     | Narrative/ Word Choice        | WK1      | g, w (initial)                 | RFK3a    | Recognize and Generate Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Substitution  | RFK2d, RFK2e | of, they<br>*water, these  | RFK3c    | Verbs                       | LK1b     | RFK3a, RFK3c, RLK3                              |  |
|        | 3    | Make, Confirm, and Revise Predictions/ Character, Setting, Plot (Cause and Effect)     | RLK3     | Opinion/Ideas                 | WK3      | x (final), v (initial)         | RFK3a    | Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Substitution   | RFK2d, RFK2e | said, want<br>*people, work  | RFK3c    | Verbs                       | LK1b     | RFK3a, RFK3c, RLK3                              |  |
| Unit 8 | 1    | Make, Confirm, and Revise Predictions/Character, Setting, Plot (Use Illustrations)     | RLK3     | Narrative/ Organization       | WK3      | j, qu                          | RFK3a    | Onset and Rime Blending, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation       | RFK2d        | here, me<br>*about, may  | RFK3c    | Sentences with Prepositions | LK1e     | RFK3a, RFK3c, RLK3                              | RLK3, RIK2<br>RFK2b, RFK2d, RFK2e, RFK3a, RFK3c, LK5a, LK5b        |
|        | 2    | Reread/Main Topic and Key Details  | RIK2     | Informative/ Sentence Fluency | WK2      | y, z                           | RFK3a    | Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution                 | RFK2d, RFK2e | this, what<br>*or, each  | RFK3c    | Sentences with Prepositions | LK1e     | RFK3a, RFK3c, RIK2                              |  |
|        | 3    | Make, Confirm, and Revise Predictions/ Character, Setting, Plot (Problem and Solution) | RLK3     | Informative/ Sentence Fluency | WK2      | Review u, g, w, x, v, j, qu, z | RFK3a    | Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition  | RFK2d, RFK2e | Review for, have, they, of, said, want, here, me, this, what<br>*from, how, water, these, people, work, about, may, or, each | RFK3c    | Sentences with Prepositions | LK1e     | RFK3a, RFK3b, RFK3c, RLK3                       |  |



| Unit    | Week | Reading Comprehension Strategy/ Skill                    | Standard   | Writing / Writing Trait       | Standard | Phonics Skill Standard | Standard | Phonological/ Phonemic Awareness Standards  | Standard     | High Frequency Words Standard   | Standard | Grammar Skill Standard | Standard | Weekly Standards Assessed (Progress Monitoring) | Unit Standards Assessed  |
|---------|------|--|------------|-------------------------------|----------|------------------------|----------|---|--------------|---|----------|------------------------|----------|---|--|
| Unit 9  | 1    | Ask and Answer Questions/Plot: Sequence                  | RLK3       | Narrative/ Sentence Fluency   | WK3      | a__e                   | RFK3b    | Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion         | RFK2d        | help, too<br>*other, into, more   | RFK3c    | Adjectives             | LK1f     | RFK3a, RFK3b, RFK3c, RLK3                       | RLK3, RIK3, RFK2e, RFK2f, RFK3b, RFK3c, LK5a                   |
|         | 2    | Reread/Character, Setting, Plot (Cause and Effect)       | RLK3       | Informative/ Organization     | WK2      | i__e                   | RFK3b    | Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion                | RFK2d        | has ,play<br>*find, over, were  | RFK3c    | Adjectives             | LK1f     | RFK3b, RFK3c, RLK3                              |  |
|         | 3    | Reread/Connections within Text (Sequence)                | RIK3       | Informative/ Organization     | WK2      | o__e                   | RFK3b    | Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution | RFK2d, RFK2e | where, look<br>*know, would, write  | RFK3c    | Adjectives             | LK1f     | RFK3b,RFK3c, RIK3                               |  |
| Unit 10 | 1    | Make, Confirm, and Revise Predictions/Plot: Sequence     | RLK3       | Narrative/ Word Choice        | WK3      | u__e                   | RFK3b    | Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution     | RFK2d, RFK2e | good, who<br>*part, only, words   | RFK3c    | Pronouns               | L1.1d    | RFK3b, RFK3c, RLK3                              | RLK3, RLK7, RIK2 RFK2b, RFK2e, RFK2f, RFK3b, RFK3c, LK5a, LK5b |
|         | 2    | Ask and Answer Questions/Key Details (Use Illustrations) | RLK1, RLK7 | Informative/ Organization     | WK2      | ee, e__e               | RFK3b    | Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution   | RFK2d, RFK2e | come, does<br>*first, sound, their  | RFK3c    | Pronouns               | L1.1d    | RFK3b, RFK3c, RLK1, RLK7                        |  |
|         | 3    | Reread/Main Topic and Key Details                        | RIK2       | Informative/ Sentence Fluency | WK2      | Long a,,l,e,o,u        | RFK3b    | Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution | RFK2d, RFK2e | Review help, too, play, has, where, look, who, good, come, does<br>*other, into, more, find, over, were, know, would, write, part, only, words, first, sound, their | RFK3c    | Pronouns               | L1.1d    | RFK3a, RFK3b, RFK3c, RIK2                       |  |

