|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2D Shapes & Attributes  3D Shapes & Attributes  (orientation and position vocabulary)  MIchelle (plan for self and Mr. Fox) | Letter Names/Sounds  Amy | Reading Phrases  2 to 3 Word Phrases  Laura R & Hannah &  Laura S | Reading Phrases  3 to 4 Word  Phrases  Chris | Counting On,  Missing Numbers, Writing Numbers to 20  Stephanie | Reading CVC Words  Angela  Heather | Reading Connected Text  Shannon  Patti |
| Focus: 2D Shapes & attributes, 3D Shapes & attributes, orientation, position & vocabulary | Focus: Know the names and sounds of most of the consonants and all of the vowels. | *Focus:*  *Read 2 and 3 word phrases correctly and fluently.* | Focus:  Reading 3 and four phrases accurately, fluently and with comprehension. | Focus:  Level 3: I can count and write numbers to 20 correctly. I can say the next five numbers when given any number within 20. | Focus:  Level 3: I can produce the letter sound for each consonant of the alphabet.  Level 3:  I can blend letters of the alphabet to read words. | Focus:  Level 3: I can produce the letter sound for each consonant of the alphabet.    Level 3:  I can blend letters of the alphabet to read words. |
| Priority Standard:  K.G.H.1 Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. | Priority Standard  RF.K.1  Recognize that spoken words are represented in written language by specific sequences of letters.  Recognize and name all upper- and lowercase letters of the alphabet. | *Priority Standard:*  *RF.K.3a - Demonstrate basic knowledge of letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.*  *RF.K.3b - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.* | Priority Standard:  *RF.K.3a - Demonstrate basic knowledge of letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.* | Priority Standard:  K.CC.3 Count and write numbers to 20.  K.CC.1 Count to 100 by 1s. | Priority Standard:  *RF.K.3a-d* - Know and apply grade-level phonics and word analysis skills in decoding words | Priority Standard:  *RF.K.3a-d* - Know and apply grade-level phonics and word analysis skills in decoding words |
| Assessment: | Assessment: | Assessment: | Assessment: | Assessment: | Assessment: | Assessment: |
| Cristopher | Jubal (e,c,z) | McCray | Abby Jo | Enzie | Ember | Cooper |
| Roman | Sutton | Harper | Trevor | Kinzlei | Elora | Jaxon |
| Jayden | Kalyn S. | Kamree | Hyrum | Jordyn H. | Ryker | Brielle |
| Alexander | Brooks | Waylon | Ian | Oakley | Roxy | Harper |
| Kyzer L. | Lexi C. | Austin | Adrian | Mckrae | Ray | Paisley |
| Oaklynn | Liza | Jason | Juan | Karli | Avery | \*Kyler |
| Katalina | Rosey | Kannin | Oaklyn |  | Mila | Gemma |
| Logan F. |  | Dean | Kalei |  | Deagan | Roberta |
| Brynleigh |  | Leilia |  |  | Efrain | Wyatt (H) |
|  |  | Levi |  |  | Damon | Aiden (H) |
|  |  | Ethan |  |  | Cesar | Isla |
|  |  | Oakleigh |  |  | Emma | Kassidi |
|  |  | Skylah |  |  | CJ | Brogan |
|  |  | Aimee |  |  | Addison | Titan |
|  |  | Blake |  |  |  | Aria |
|  |  | Kyzer |  |  |  | Brooklyn |
|  |  | Taylor |  |  |  | Ellie |
|  |  |  |  |  |  | Hailey |
|  |  |  |  |  |  | Oliver |