

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### January

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> </ul> <p style="text-align: center;"><b>Word Analysis Fluency</b></p> <ul style="list-style-type: none"> <li>• Inflectional forms (1-1.14)</li> <li>• Word families (1-1.15)</li> <li>• Spelling patterns (2-1.1)</li> </ul> <p style="text-align: center;"><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Context clues (1-2.4)</li> <li>• Confirm predictions (1-2.5)</li> <li>• Retell central ideas (1-2.7)</li> <li>• Ask clarifying questions (2-2.4)</li> </ul> <p style="text-align: center;"><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Fantasy vs. reality ((K-3.1)</li> <li>• Identify genres (K-3.2)</li> </ul> <p style="text-align: center;"><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Print legibly (1-1.3)</li> <li>• Group ideas (2-1.1)</li> <li>• Reference materials (2-1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>There's a Nightmare in My Closet</i>, Mercer Mayer</li> <li>• <i>Where the Wild Things Are</i>, Maurice Sendak</li> <li>• <i>The Old Woman who Loved to Read</i>, John winch</li> <li>• <i>Mike Mulligan and His Steam Shovel</i>, Virginia Burton</li> <li>• <i>Ten Little Mice</i>, Joyce Dunbar</li> <li>* <b>Teacher's chapter book:</b> <i>Mrs. Frisby and the Rats of Nimh</i>, Robert C. O'Brien</li> </ul>	<p style="text-align: center;"><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>• Number sentences (1-1.1, 1.2)</li> </ul> <p style="text-align: center;"><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Compare objects (1-1.1)</li> <li>• Telling time (1-1.2)</li> <li>• Classify objects by shape/size (1-2.2)</li> </ul> <p style="text-align: center;"><b>Statistics, Data Analysis, and Probability</b></p> <ul style="list-style-type: none"> <li>• Sort objects (1-1.1)</li> <li>• Compare data (1-1.2)</li> <li>• Patterns (1-2.1)</li> </ul> <p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Grid paper</li> <li>• Number families</li> <li>• How + and X are interrelated</li> </ul>	<p style="text-align: center;"><b>A Working World</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast the locations of people, places, environments (K-4)</li> <li>• Basic economic concepts and the role of individual choice/role in a free-market (1-6, 2-4)</li> <li>• Basic economic reasoning skills and the economy of the local region (3-5)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Light and Sound</b></p> <p style="text-align: center;"><b>Earth Science</b></p> <ul style="list-style-type: none"> <li>• The sun warms the land, air and water (1-3c)</li> <li>• Objects in the sky move in regular and predictable patterns (3-4a)</li> </ul> <p style="text-align: center;"><b>Physical Science</b></p> <ul style="list-style-type: none"> <li>• Sound is made by vibrating objects and can be described by its pitch and volume (2-1g)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

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### February

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> </ul> <p style="text-align: center;"><b>Word Analysis Fluency</b></p> <ul style="list-style-type: none"> <li>• Inflectional forms (1-1.14)</li> <li>• Word families (1-1.15)</li> <li>• Spelling patterns (2-1.1)</li> </ul> <p style="text-align: center;"><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Context clues (1-2.4)</li> <li>• Confirm predictions (1-2.5)</li> <li>• Retell central ideas (1-2.7)</li> <li>• Ask clarifying questions (2-2.4)</li> </ul> <p style="text-align: center;"><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Fantasy vs. reality ((K-3.1)</li> <li>• Identify genres (K-3.2)</li> </ul> <p style="text-align: center;"><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Print legibly (1-1.3)</li> <li>• Group ideas (2-1.1)</li> <li>• Reference materials (2-1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George Washington's Socks</i>, Elvira Woddruff</li> <li>• <i>Goodnight Moon</i>, Margaret Wise Brown</li> <li>• <i>Chrysanthemum</i>, Kevin Henkes</li> <li>• <i>I know an Old Lady Who Swallowed a Pie</i>, Alison Jackson</li> <li>• <i>Anansi and the Moss-Covered Rock</i>, Eric Kimmel</li> <li>* <b>Teacher's chapter book:</b> <i>Ramona the Pest</i>, Beverly Cleary</li> </ul>	<p style="text-align: center;"><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>• Number sentences (1-1.1, 1.2)</li> </ul> <p style="text-align: center;"><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Compare objects (1-1.1)</li> <li>• Telling time (1-1.2)</li> <li>• Classify objects by shape/size (1-2.2)</li> </ul> <p style="text-align: center;"><b>Statistics, Data Analysis, and Probability</b></p> <ul style="list-style-type: none"> <li>• Sort objects (1-1.1)</li> <li>• Compare data (1-1.2)</li> <li>• Patterns (1-2.1)</li> </ul> <p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Grid paper</li> <li>• Number families</li> <li>• How + and X are interrelated</li> </ul>	<p style="text-align: center;"><b>We, the People</b></p> <ul style="list-style-type: none"> <li>• Put events in order using a calendar</li> <li>• Rights and individual responsibilities of citizenship (1-1)</li> <li>• The importance of individual action and character (2-5)</li> <li>• Draw from historical and community resources to organize the sequence of events (3-3)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Physical Science: Forces and Machines</b></p> <ul style="list-style-type: none"> <li>• The way to change how something is moving is to give it a push/pull (2-1c)</li> <li>• Tools/ machines are used to apply pushes/pulls to make things move (2-1d)</li> <li>• Objects near the Earth fall to the ground unless something holds them up (2-1e)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### March

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives and Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> </ul> <p style="text-align: center;"><b>Word Analysis, Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding (2-1.2, 3-1.2)</li> <li>• Abbreviations (2-1.4)</li> <li>• Antonyms/synonyms (2-1.7)</li> </ul> <p style="text-align: center;"><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Restate facts (2-2.5)</li> <li>• Cause and affect (2-2.6)</li> <li>• Respond to questions (1-2.2)</li> <li>• Interpret information from diagrams/graphs (2-1.7)</li> <li>• Follow written instructions (3-2.7)</li> </ul> <p style="text-align: center;"><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Story elements (1-3.1)</li> </ul> <p style="text-align: center;"><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>• Write narratives (1-2.1)</li> </ul> <p style="text-align: center;"><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Printing (1-1.3)</li> <li>• Use descriptive words (1-1.2)</li> </ul> <p style="text-align: center;"><b>Listening/speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentations (2-1.5, 2-1.7)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Miss Nelson is Missing!</i>, Harry Allard</li> <li>• <i>The Drinking Gourd: A Story of the Underground Railroad</i>, F.N. Monjo</li> <li>• <i>A Bad Case of Stripes</i>, David Shannon</li> <li>• <i>Chester's Way</i>, Kevin Henkes</li> <li>• <i>There Was An Old Lady Who Swallowed a Fly</i>, Simms Taback</li> <li>* <i>Teacher's chapter book: Ramona and Her Father</i>, Beverly Cleary</li> </ul>	<p style="text-align: center;"><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Measure objects (2-1.1-1.3)</li> <li>• Geoboards (1-2.2)</li> <li>• Tangrams/ 3-D shapes (2-2.1-2.1)</li> </ul> <p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Add/subtract money (1-1.5)</li> <li>• Estimation (2-6.1)</li> </ul>	<p style="text-align: center;"><b>We, the People (cont.)</b></p> <ul style="list-style-type: none"> <li>• Recognize national and state symbols and icons (K-2)</li> <li>• Symbols, icons and traditions of the U.S. (1-3)</li> <li>• The institutions and practices of governments in the U.S. (2-3)</li> <li>• The role of rules in our daily lives and the basic structure of the U.S. government (3-4)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Physical Science: Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Tools and machines are used to apply pushes or pulls to make things move (2-1d)</li> <li>• Magnets can be used to make some objects move without being touched ((2-1f)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### April

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core and Alternate Literature	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral</b></p> <p style="text-align: center;"><b>Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> </ul> <p style="text-align: center;"><b>Word Analysis, Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding (2-1.2, 3-1.2)</li> <li>• Abbreviations (2-1.4)</li> <li>• Antonyms/synonyms (2-1.7)</li> </ul> <p style="text-align: center;"><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Restate facts (2-2.5)</li> <li>• Cause and affect (2-2.6)</li> <li>• Respond to questions (1-2.2)</li> <li>• Interpret information from diagrams/graphs (2-1.7)</li> <li>• Follow written instructions (3-2.7)</li> </ul> <p style="text-align: center;"><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Story elements (1-3.1)</li> </ul> <p style="text-align: center;"><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>• Write narratives (1-2.1)</li> </ul> <p style="text-align: center;"><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Printing (1-1.3)</li> <li>• Use descriptive words (1-1.2)</li> </ul> <p style="text-align: center;"><b>Listening/speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentations (2-1.5, 2-1.7)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Piggie Pie!</i>, Margie Palatini</li> <li>• <i>Seven Blind Mice</i>, Ed Young</li> <li>• <i>There Was An Old Woman who Swallowed a Trout</i>, Teri Sloat</li> <li>• <i>Owen</i>, Kevin Henkes</li> <li>• <i>Mrs. Piggle Wiggle</i>, Golden MacDonald</li> <li>* <i>Teacher's chapter book: Ramona's Wond</i>, Beverly Cleary</li> </ul>	<p style="text-align: center;"><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Measure objects (2-1.1-1.3)</li> <li>• Geoboards (1-2.2)</li> <li>• Tangrams/ 3-D shapes (2-2.1-2.1)</li> </ul> <p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Add/subtract money (1-1.5)</li> <li>• Estimation (2-6.1)</li> </ul>	<p style="text-align: center;"><b>Discovering Our Past</b></p> <ul style="list-style-type: none"> <li>• Human characteristics of familiar places and varied backgrounds of American citizens and residents (1-5)</li> <li>• Differentiate between those things that happened long ago and yesterday (2-1)</li> <li>• Identify geographical features found in the local region (3-1.1)</li> <li>• Trace the ways in which people have used resources of the local region and modified the physical environment (3-1.2)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Life Science: Life Cycles</b></p> <ul style="list-style-type: none"> <li>• Organisms reproduce offspring of their own kind (2-2a)</li> <li>• The sequential stages of life cycles are different for different animals (2-2b)</li> <li>• Plants/animals have structures that serve different functions in growth, survival, and reproduction (3-3a)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

**May**

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> </ul> <p style="text-align: center;"><b>Word Analysis, Fluency</b></p> <ul style="list-style-type: none"> <li>• Regular/irregular plurals (2-1.5)</li> <li>• Reading fluency (2-1.6)</li> <li>• Prefixes/suffixes (2-1.9)</li> <li>• Multiple meaning words (2-1.10)</li> </ul> <p style="text-align: center;"><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast versions of stories (2-3.3)</li> <li>• Poetry (2-3.4)</li> </ul> <p style="text-align: center;"><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>• Write friendly letter (2-2.2)</li> </ul> <p style="text-align: center;"><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Print legibly (1-1.3)</li> </ul> <p style="text-align: center;"><b>Listening/speaking</b></p> <ul style="list-style-type: none"> <li>• Oral report (2-2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Magic School Bus Inside the Human Body</i>, Joanna Cole</li> <li>• <i>The Bravest Bear Ever</i>, Allan Ahlberg</li> <li>• <i>Sun and Spoon</i>, Kevin Henkes</li> <li>• <i>Miss Mary Mack</i>, Mary Hoberman</li> <li>• <i>Anansi and the Talking Melon</i>, Eric Kimmel</li> <li>• <b>Teacher's chapter book: <i>The Lion, the Witch and the Wardrobe</i></b>, C.S. Lewis</li> </ul>	<p style="text-align: center;"><b>Statistics, Data Analysis, and Probability</b></p> <ul style="list-style-type: none"> <li>• Collect, record, organize and display data (2-1.1-1.2)</li> <li>• Use charts/design graphs (1-1.2, 1-2.1)</li> <li>• Use patterns (1-1.2)</li> </ul> <p style="text-align: center;"><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• Solve problems using manipulatives (1-1.1-1.20)</li> <li>• Make decisions (1-1.1)</li> <li>• Explain mathematical thinking (1-2.1)</li> </ul>	<p style="text-align: center;"><b>People, Places and Holidays</b></p> <ul style="list-style-type: none"> <li>• History relates to events, people, &amp; places of other times (K-6)</li> <li>• The importance of individual action and character (2-5)</li> <li>• Describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments (3-1)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Earth Science: Earth's Properties</b></p> <ul style="list-style-type: none"> <li>• Characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms( K-3a)</li> <li>• The physical properties of different lands of rocks &amp; that rock is composed of different combinations of minerals (2-3a)</li> <li>• Smaller rocks come from the breakage and weathering of larger rocks (2-3b)</li> </ul> <p style="text-align: center;"><b>Life Science: Life Forms in Different Environments</b></p> <ul style="list-style-type: none"> <li>• Diverse life forms in different environments (3-3b)</li> </ul>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### June

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Comparison of Numbers	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> </ul> <p style="text-align: center;"><b>Word Analysis, Fluency</b></p> <ul style="list-style-type: none"> <li>• Regular/irregular plurals (2-1.5)</li> <li>• Reading fluency (2-1.6)</li> <li>• Prefixes/suffixes (2-1.9)</li> <li>• Multiple meaning words (2-1.10)</li> </ul> <p style="text-align: center;"><b>Literary Response and Analysis</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast versions of stories (2-3.3)</li> <li>• Poetry (2-3.4)</li> </ul> <p style="text-align: center;"><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>• Write friendly letter (2-2.2)</li> </ul> <p style="text-align: center;"><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Print legibly (1-1.3)</li> </ul> <p style="text-align: center;"><b>Listening/speaking</b></p> <ul style="list-style-type: none"> <li>• Oral report (2-2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Happy Birthday Moon</i>, Frank Asch</li> <li>• <i>The Velveteen Rabbit</i>, Margery Williams Bianco</li> <li>• Anansi the spider: A Tale From the Ashanti, Gerald McDermott</li> <li>• <i>Guess How Much I Love You</i>, Sam McBratney</li> <li>• <i>The Gingerbread Man</i>, Jim Aylesworth</li> <li>* <b>Teacher's chapter book:</b> <i>How to Eat Fried Worms</i>, Thomas Rockwell</li> </ul>	<p style="text-align: center;"><b>Statistics, Data Analysis, and Probability</b></p> <ul style="list-style-type: none"> <li>• Collect, record, organize and display data (2-1.1-1.2)</li> <li>• Use charts/design graphs (1-1.2, 1-2.1)</li> <li>• Use patterns (1-1.2)</li> </ul> <p style="text-align: center;"><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• Solve problems using manipulatives (1-1.1-1.20)</li> <li>• Make decisions (1-1.1)</li> <li>• Explain mathematical thinking (1-2.1)</li> </ul>	<p style="text-align: center;"><b>People Who Make a Difference</b></p> <ul style="list-style-type: none"> <li>• Tracing family history (2.1-1)</li> <li>• Compare/contrast daily lives with those of parents/grandparents (2.1-2)</li> <li>• Timelines of important events in student's lives (2.1-3)</li> </ul> <p style="text-align: center;"><b>K-5 Chronological and Spatial Thinking Standards</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast absolute and relative locations of places (2.)</li> </ul>	<p style="text-align: center;"><b>Investigation and Experimentation:</b></p> <p style="text-align: center;"><b>In-class science project</b></p> <ul style="list-style-type: none"> <li>• Conduct multiple trials (3-6d)</li> <li>• Predict outcome (3-6d)</li> <li>• Measure and Record observations (2-4b, 1-4b,c)</li> <li>• Collect data (2-5e)</li> <li>• Follow directions (2-4g)</li> </ul>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### September

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p><b><u>Language Conventions</u></b></p> <ul style="list-style-type: none"> <li>• Spelling (1-1.8, 2-1.6, 2-1.7, 3- 1.8)</li> <li>• Grammar (1-1.2, 2-1.2,3-1.2)</li> <li>• Punctuation (1-1.4, 1-1.5, 1-1.6, 2-1.3, 3-1.5, 3-1.6)</li> <li>• Speaking (1-1.1)</li> </ul> <p><b><u>Word Analysis, Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Concepts about print (k1.1, 1.6, 1-1.1-1.3)</li> <li>• Phonemic Awareness (K-1.7, K-1.8, K-1.9, 1-1.3,n1-1.5)</li> </ul> <p><b><u>Listening/Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Recitation (1-2.1)</li> </ul> <p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Printing (1-1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bugs, Bugs, Bugs</i>, Bob Banner</li> <li>• <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>• <i>Amelia Bedelia</i>, Peggy Parrish</li> <li>• <i>The Lady with the Alligator Purse</i>, Nadine Westcott</li> <li>• <i>How do Dinosaurs Say Goodnight</i>, Jane Yolen</li> <li>* <b>Teacher's chapter book:</b> <i>Shiloh</i>, Phyllis Reynolds Naylor</li> </ul>	<p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Count (K-1.2)</li> <li>• Add/subtract (K-2.1)</li> </ul> <p style="text-align: center;"><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Time (K-1.2)</li> <li>• Length, weight, capacity (K-1.1)</li> <li>• Days of the week (K-1.3)</li> <li>• Geometric objects (K-2.1, 2.2)</li> </ul> <p style="text-align: center;"><b>Statistics, Data Analysis, and Probability</b></p> <ul style="list-style-type: none"> <li>• Collecting information (K-1.1)</li> <li>• Patterns (K-1.2)</li> </ul>	<p style="text-align: center;"><b>Reviewing Geography</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast the locations of people, places, and environments (K.4)</li> <li>• Compare/contrast the absolute &amp; relative locations of people &amp; places (1.2)</li> <li>• Demonstrate map skills (2.2)</li> <li>• Use maps, tables, graphs, photographs, charts to organize information (3.1)</li> </ul> <p style="text-align: center;"><b>Related K-5 Historical and Social Sciences Analysis Skills</b></p>	<p style="text-align: center;"><b>Life Science: Plants &amp; Their Parts</b></p> <ul style="list-style-type: none"> <li>• Identify major structures of common plants (K-2c)</li> <li>• Purpose of roots and leaves (1-2e)</li> <li>• The affects of light, gravity, touch or environmental stress on germination, growth and development of plants (2-2e)</li> <li>• Plants/animals have structures that serve different functions in growth, survival &amp; reproduction (3-3a)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### October

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p><b><u>Language Conventions</u></b></p> <ul style="list-style-type: none"> <li>• Spelling (1-1.8, 2-1.6, 2-1.7, 3- 1.8)</li> <li>• Grammar (1-1.2, 2-1.2,3-1.2)</li> <li>• Punctuation (1-1.4, 1-1.5, 1-1.6, 2-1.3, 3-1.5, 3-1.6)</li> <li>• Speaking (1-1.1)</li> </ul> <p><b><u>Word Analysis, Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Concepts about print (k1.1, 1.6, 1-1.1-1.3)</li> <li>• Phonemic Awareness (K-1.7, K-1.8, K-1.9, 1-1.3,n1-1.5)</li> </ul> <p><b><u>Listening/Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Recitation (1-2.1)</li> </ul> <p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Printing (1-1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Grouchy Ladybug</i>, Eric Carle</li> <li>• <i>The Very Hungry Caterpillar</i>, Eric Carle</li> <li>• <i>The Very Busy Spider</i>, Eric Carle</li> <li>• <i>Do Pigs Have Stripes?</i>, Melanie Walsh</li> <li>• <i>Stephanie's Ponytail</i>, Robert Munsch</li> <li>* <b>Teacher's chapter book:</b> <i>Charlotte's Web</i>, E.B. White</li> </ul>	<p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Count (K-1.2)</li> <li>• Add/subtract (K-2.1)</li> </ul> <p style="text-align: center;"><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Time (K-1.2)</li> <li>• Length, weight, capacity (K-1.1)</li> <li>• Days of the week (K-1.3)</li> <li>• Geometric objects (K-2.1, 2.2)</li> </ul> <p style="text-align: center;"><b>Statistics, Data Analysis, and Probability</b></p> <ul style="list-style-type: none"> <li>• Collecting information (K-1.1)</li> <li>• Patterns (K-1.2)</li> </ul>	<p style="text-align: center;"><b>Family Ties</b></p> <ul style="list-style-type: none"> <li>• Put events in order by using a calendar (K-5)</li> <li>• Compare/contrast everyday life in different times and places around the world (1-4)</li> <li>• Differentiate between those things hat happened long ago and yesterday (2-1)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Life Science: Water and Plants</b></p> <ul style="list-style-type: none"> <li>• Plants/animals both need water; plants need light (1-2b)</li> <li>• The affects of light, gravity, touch or environmental stress on germination, growth and development of plants (2-2e)</li> <li>• Living things cause changes in the environment where they live (3-3c)</li> </ul> <p style="text-align: center;"><b>Earth Science</b></p> <ul style="list-style-type: none"> <li>• Changes in Weather occur from day to day &amp; over seasons (K-3b)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### November

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> <li>• Punctuation (1-1.4, 1-1.5, 1-1.6, 2-1.3, 3-1.5, 3-1.6)</li> <li>• Speaking skills (1-1.1)</li> </ul> <p><b>Word Analysis, Fluency</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness (1-1.8, 1-1.9)</li> <li>• Decoding (1-1.11, 1-1.12, 1-1.13)</li> </ul> <p><b>Reading Comprehension Standards:</b></p> <ul style="list-style-type: none"> <li>• Follow 1-step instructions (1-2.3)</li> <li>• Make predictions (1-2.5)</li> <li>• Respond to questions (1-2.2)</li> </ul> <p><b>Writing Strategies Standards:</b></p> <ul style="list-style-type: none"> <li>• Print legibly (1-1.3)</li> <li>• Descriptive words (1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lilly's Purple Plastic Purse</i>, Kevin Henkes</li> <li>• <i>Two Bad Ants</i>, Chris Van Allsburg</li> <li>• <i>Stringbean's Trip to the Shining Sea</i>, Vera Williams</li> <li>• <i>All About turkeys</i>, Jim Arnosky</li> <li>• <i>Stone Soup</i>, Marcia Brown</li> <li>* <b>Teacher's chapter book:</b> <i>Stuart Little</i>, E.B. White</li> </ul>	<p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Count, read, write numbers (1-1.1)</li> <li>• Compare/order numbers (1-1.2)</li> <li>• Coin values (1-1.5)</li> <li>• Addition/subtraction (1-2.1)</li> <li>• Count by 2's, 5's, 10's (1-2.4)</li> <li>• Estimation (1-3.1)</li> </ul>	<p style="text-align: center;"><b>Earth; Our Home</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast the absolute and relative locations of people/places (1-2)</li> <li>• Demonstrate map skills (2.2)</li> <li>• Use maps, tables, graphs, photographs, charts to organize information (3.1)</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Life Science: Finding Out About the Past</b></p> <ul style="list-style-type: none"> <li>• How to infer what animals eat from the shape of their teeth (1-2d)</li> <li>• Concept of extinction and adaptation of organisms for survival (3-3e)</li> </ul> <p style="text-align: center;"><b>Earth Science: Earth's Scrapbook</b></p> <ul style="list-style-type: none"> <li>• <b>Fossils provide evidence</b> about the plants/animals that lived long ago (2-3d)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

## Grades K-3 Sequenced Pattern of Instruction and Core Literature List with Standards

### December

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives & Standards	Core and Alternate Literature	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;"><b>Written and Oral Language Conventions</b></p> <ul style="list-style-type: none"> <li>• Spelling (K-1.2, 1-1.8, 2-1.6, 2-1.7, 3-1.8)</li> <li>• Grammar (1-1.2, 2-1.2, 3-1.2)</li> <li>• Punctuation (1-1.4, 1-1.5, 1-1.6, 2-1.3, 3-1.5, 3-1.6)</li> <li>• Speaking skills (1-1.1)</li> </ul> <p><b>Word Analysis, Fluency</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness (1-1.8, 1-1.9)</li> <li>• Decoding (1-1.11, 1-1.12, 1-1.13)</li> </ul> <p><b>Reading Comprehension Standards:</b></p> <ul style="list-style-type: none"> <li>• Follow 1-step instructions (1-2.3)</li> <li>• Make predictions (1-2.5)</li> <li>• Respond to questions (1-2.2)</li> </ul> <p><b>Writing Strategies Standards:</b></p> <ul style="list-style-type: none"> <li>• Print legibly (1-1.3)</li> <li>• Descriptive words (1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alexander and the Terrible, Horrible, No-Good, Very Bad Day</i>, Judith Viorst</li> <li>• <i>Alexander, Who’s Not Going to Move</i>, Judith Viorst</li> <li>• <i>How the Grinch Stole Christmas</i>, Dr, Seuss</li> <li>• <i>Harry, the Dirty Dog</i>, Gene Zion</li> <li>• <i>Owl Moon</i>, Jane Yolen</li> <li>• <i>The Mouse and the Motorcycle</i>, Beverly Cleary</li> </ul>	<p style="text-align: center;"><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Count, read, write numbers (1-1.1)</li> <li>• Compare/order numbers (1-1.2)</li> <li>• Coin values (1-1.5)</li> <li>• Addition/subtraction (1-2.1)</li> <li>• Count by 2’s, 5’s, 10’s (1-2.4)</li> <li>• Estimation (1-3.1)</li> </ul>	<p style="text-align: center;"><b>Earth, Our Home (cont.)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that being a good citizen involves acting in certain ways (K-1)</li> <li>• Rights and individual responsibilities of citizenship (1-1)</li> <li>• Compare/contrast everyday life in different times and places around the world</li> </ul> <p style="text-align: center;"><b>Related K-5 Chronological and Spatial Thinking Standards</b></p>	<p style="text-align: center;"><b>Physical Science</b></p> <ul style="list-style-type: none"> <li>• The properties of substances can change when the substances are missed, cooled, or heated (1-1b)</li> <li>• Machines and living things convert stored energy to motion and heat (3-1c)</li> </ul> <p style="text-align: center;"><b>Related Investigation and Experimentation Standards</b></p>

**Kern County Superintendent of Schools Office  
Alternative Education**

**Sequenced Pattern of  
Instruction**

**Grades K-3**