Time Frame: 2 weeks September Getting Started

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
Reading: Narrative Text	How do readers	During:	answer	Scholastic News
RL.K.1. With prompting and	extend an	Running Record	ask	Imagine It Reading Series
support, ask and answer questions	independent reading	Imagine It Benchmark	author's purpose	Classroom Library
about key details in a text.	life?	Assessment	character	School Library
		Keep a reading log	clarify	
RL.K.2 With prompting and		that shows times read	consonant	Resources for grade level book
support, retell familiar stories,		in and out of school.	dictation	choice:
including key details.		Reader's response	environmental print	www.booksource.com
		journal	explicitly stated	www.scholastic.com
RL.K.3 With prompting and		Literacy Circle	exploring	
support, identify characters, settings,			fluency	Resources for reading and writing
and major events in a story.			inflectional endings	workshops:
			irregular	www.renz.com
RL.K.4 Ask and answer questions			key detail	www.bethnewingham.com
about unknown words in a text.			phonics	www.mrsmcgowan.com/reading/w
			phoneme blend	<u>riting_resources</u>
<b>RL.K.5</b> . Explain major differences			phoneme segment	www.busyteacherscafe.com/literac
between books that tell stories and			phonemic	<u>y/writing_workshop.html</u>
books that give information, drawing			awareness	http://thecenter.spps.org/Reader_s_
on a wide reading of a range of text			prefix	Workshop4.html
types.			questioning/	
			questions	Common Core Standards:
RL.K.6 With prompting and			rhyming	www.commoncorestandards.org
support, name the author and			right there	
illustrator of a story and define the			summarize	Student interactive website:
role of each in telling the story.			syllable	www.readwritethink.com
			text	
<b>RL.K.9.</b> With prompting and support,			text evidence	Graphic organizers
compare and contrast the adventures			thick questions	Anchor Chart
and experiences of characters in			thin questions	
familiar stories.			vowel	
			word analysis	

RL.K.10 Actively engage in group			
reading activities with purpose and			
understanding.			
unavisumung.			
Speaking & Listening			
<b>SL.K.1.</b> Participate in collaborative			
conversations with diverse partners			
about kindergarten topics and texts			
with peers and adults in small and			
larger groups.			
<b>a.</b> Follow agreed-upon rules for			
discussions (e.g., listening to			
others and taking turns			
speaking about the topics and			
texts under discussion).			
<b>b.</b> Continue a conversation			
through multiple exchanges.			
<b>SL.K.2.</b> Confirm understanding of a			
text read aloud or information			
presented orally or through other			
media by asking and answering			
questions about key details and			
requesting clarification if something			
is not understood.			
SL.K.3. Ask and answer questions			
in order to seek help, get			
information, or clarify something			
that is not understood.			
Doodings Foundational Skills			
Reading: Foundational Skills RF.K.3. Know and apply grade-level			
phonics and word analysis skills in			
decoding words.			
a. Demonstrate basic knowledge of			
one-to-one letter-sound			
correspondences by producing the			
correspondences by producing the	1		

primary sound or many of the most frequent sounds for each consonant.  b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.				
<ul> <li>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>				
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked	draw upon texts to create ideas and	During: Think Aloud Quick Writes Grading rubric Think Pair Share Conferencing Checklist  After: Published personal narrative Grading rubric	character conclusion details dialogue events narrative narrator order/ sequence setting topic	6+1 Traits of Writing  Book choice for introducing personal narrative:  www.insidewritingworkshop.org/p rofdev/materials/bw_picturebooks. pdf  Writing lesson plans:  www.writingfix.com  www.mrsmcgowan.com/reading/w riting_resources
Speaking & Listening  SL.K.4. Describe familiar people, places, things, and events and, with				Book creation websites:  www.storyjumper.com  www.storybird.com  Student interactive website:  www.readwritethink.com

prompting and support, provide additional detail.		Rubric creator: http://rubistar.4teachers.org/
Language  L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Personal narrative graphic organizer: http://www.teachervision.fen.com/creative-writing/graphic-organizers/33536.html
<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a.</b> Capitalize the first word in a sentence and the pronoun <i>I</i> <b>b.</b> Recognize and name end punctuation.		Narrative writing lessons: http://www.learnnc.org/lp/pages/32 08  Anchor Charts Graphic Organizers

**Time Frame:** 3 weeks September/October

Unit 1: Off To School

**Genre:** Fiction, Poetry, Nonfiction

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
Reading: Narrative Text	What is school all	Before:	audience	Use alphabet letter cards and sight
<b>RL.K.1.</b> With prompting and	about?	Running Record	author	word cards to help aid students in
support, ask and answer		MLPP	community	learning their letters and sounds.
questions about key details in a		DIBELS	consonant	
text.		Dolch Sight Word	CVC	Possible websites to use to help
	How do readers learn	List	details	students learn letters and sounds
<b>RL.K.2</b> With prompting and	about the alphabet?	Reading Assessment	focus	are:
support, retell familiar stories,		Benchmark	listening	www.starfall.com
including key details.	How do readers	Assessment 1	lowercase	www.sesamestreet.com
	blend sounds to		narrative	www.abcya.com
RL.K.3 With prompting and	make words?	<b>During</b> :	speaking	
support, identify characters,		Reading Conference	uppercase/capital	Clifford the Big Red Dog sound
settings, and major events in a	Why do readers have	Running Record	vowel	matching game:
story.	conversations?	DIBELS progress		http://teacher.scholastic.com/cliffor
DT 77.4.1.1		monitoring		d1/flash/phonics/index.htm
RL.K.4 Ask and answer		Keep a reading log		
questions about unknown words		that shows times		Initial sound identification game
in a text.		read in and out of		http://pbskids.org/lions/games/ears.
<b>RL.K.6</b> With prompting and		school.		<u>html</u>
support, name the author and		Reader's response		Website with games for initial and
illustrator of a story and define		journal		final sounds, as well as rhyming:
the role of each in telling the		Literacy Circle		www.bbc.co.uk/schools/laac/words
story.		Lesson Assessments		/dgi.shtml
RL.K.7 With prompting and		After:		Nursery rhyme activities:
support, describe the relationship		Phonics test		http://www.enchantedlearning.com
between illustrations and the		DIBELS		/rhymes/Teachers.shtml
story in which they appear (e.g.,		Running Record		
what moment in a story an		Dolch Sight Word		Running Records:
illustration depicts).		List		

RL.K.10 Actively engage in group reading activities with purpose and understanding.  Reading: Foundational Skills RF.K.1 Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  d. Recognize and name all upper- and lowercase letters of the alphabet.  RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words  RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Reader's response worksheet Benchmark Assessment 2 Writing Rubric	Assess students on their reading capability and letter recognition.  Crews, Nina. The Neighborhood Mother Goose. Greenwillow Books, 2004. ISBN-13: 9780060515737  Fitzpatrick, Jo. Reading Strategies That Work, Creative Teaching Press, Inc., 1998. ISBN-13: 978-1574713664 (p. 25- Read a Picture)  Fountas, Irene and Gay Su Pinell. Phonics Lesson: Letters, Words and How They Work: Grade K. Heinemann, 2006. ISBN-13: 978-0-325-01061-8 (Lessons that aid in teaching letter recognition and sound, sight words, blending, word families, and overall phonics.)  Hague, Michael. Mother Goose: A Collection of Classic Nursery Rhymes. Henry Holt and Co., 1984. ISBN-13: 978-0805002140  Hoberman, Mary Ann. You Read to Me, I'll Read to You: Very Short Mother Goose Tales to Read Together. Little, Brown Books for Young Readers, 2005. ISBN-13: 978-0316144315
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RF.K.4 Read emergent-reader	Weber, Paige. Classic Nursery
texts with purpose and	Rhymes. Gramercy, 2006.
understanding.	ISBN-13: 978-0517227299
Speaking & Listening	
SL.K.1. Participate in	
collaborative conversations with	
diverse partners about	
kindergarten topics and texts	
with peers and adults in small	
and larger groups.	
c. Follow agreed-upon rules	
for discussions (e.g.,	
listening to others and	
taking turns speaking about	
the topics and texts under	
discussion).	
<b>d.</b> Continue a conversation	
through multiple exchanges.	
SL.K.2. Confirm understanding	
of a text read aloud or	
information presented orally or	
through other media by asking	
and answering questions about	
key details and requesting	
clarification if something is not	
understood.	
SL.K.3. Ask and answer	
questions in order to seek help,	
get information, or clarify	
something that is not understood.	
SL.K.4. Describe familiar	
people, places, things, and events	
and, with prompting and support,	
provide additional detail.	

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.			
<b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.			
Reading: Informational Text RI.K.1. With prompting and support, ask and answer questions about key details in a text.			
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.			
Language L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). f. Produce and expand complete sentences in shared language activities.			
<b>L.K.5.</b> With guidance and support from adults, explore			

word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
<b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		

**Time Frame:** 3 weeks October

Unit 2: Patterns

Focus: Expository Text, Nonfiction, Poetry, Fiction, Fantasy

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
Writing	In what different	<u>Before</u>	audience	Resources for teachers:
<b>W.K.2</b> Use a combination of	ways can students	Concept map pertaining to a topic	capitalization	Calkins, Lucy. <i>Units of study for primary</i>
drawing, dictating, and writing	express themselves		edit	writers: A yearlong curriculum.
to compose	through writing?	MLPP	independence	Heinemann, 2003. ISBN-13:
informative/explanatory texts in			partnerships	978-0325037424.
which they name what they are	How do readers	<u>During</u>	personal narrative	
writing about and supply some	demonstrate	Journals and shared writing	publish	Fountas, Irene and Gay Su Pinell. <i>Phonics</i>
information about the topic.	comprehension	pertaining to same topic.	punctuation	Lesson: Letters, Words and How They
	through writing and		qualities of good	Work: Grade K. Heinemann, 2006.
<b>W.K.3</b> Use a combination of	conversation?	Students can practice daily	writing	ISBN-13: 978-0-325-01061-8
drawing, dictating, and writing		writing in a journal and continue	rehearsal	(Lessons that aide in teaching letter
to narrate a single event or	How do writers	to master spacing words as well	revision	recognition and sound, sight words,
several loosely linked events,	learn a process for	as letter/sound recognition.	routines and rituals	blending, word families, and overall
tell about the events in the order	writing?		writing process	phonics.)
in which they occurred, and		<u>After</u>		
provide a reaction to what	How do writers use	Complete the final copy of a		Schaefer, Lola M. First Lessons for
happened.	words to tell a story?	writing piece.		Beginning Writers. Scholastic Teaching
				Resources, 2010. ISBN-13:
W.K.5. With guidance and	How do writers read			978-0545195706.
support from adults, respond to	over their writing to			(Guides teacher with ways to begin teaching
questions and suggestions from	add more details?			writing in kindergarten.)
peers and add details to	** 1			
strengthen writing as needed.	How do			Personal Narrative Books:
WILLO WILL 1	authors portray			Beaumont, Karen. <i>I Like Myself</i> . Harcourt
W.K.8 With guidance and	evidence in their			Children's Books, 2004. ISBN-13:
support from adults, recall information from experiences	writing?			978-0152020132
or gather information from	How can students			Brooki Julio Raina Ma Children's Dress
provided sources to answer a	discuss writing in a			Broski, Julie. <i>Being Me</i> , Children's Press, 2006. ISBN-13: 978-0516249759
question.	meaningful way?			2000. ISBN-13. 770-0310247737
question.	incannigiui way!			

#### Mayer, Mercer. All by Myself. Random Language L.K.1. Demonstrate command House Books for Young Readers, 2001. of the conventions of standard ISBN-13: 978-0307119384 English grammar and usage when writing or speaking. Mayer, Mercer. I Was So Mad, Mercer a. Print many upper- and Mayer, 2000. ISBN-13: 978-0307119391 lowercase letters. Parr, Todd. The Feel Good Book. Little, b. Use frequently occurring nouns and verbs Brown Books for Young Readers, 2009. f. Produce and expand ISBN-13: 978-0316043458 complete sentences in shared language activities. Price, Hope Lynne. *These Hands*. Jump at the Sun, 2007. ISBN-13: 978-1423106333 L.K.2. Demonstrate command of the conventions of standard Poems: English capitalization, Greenfield, Eloise. "By Myself." punctuation, and spelling when writing. Personal narrative website with text b. Recognize and name end suggestions and lesson plans: http://www1.kent.k12.wa.us/curriculum/wri punctuation. ting/elem writing/Bib/Narrative.htm L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
<b>L.K.6</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.		
Speaking & Listening SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.		
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

<b>SL.K.4.</b> Describe familiar			
people, places, things, and			
events and, with prompting and			
support, provide additional			
detail.			
<b>SL.K.5.</b> Add drawings or other			
visual displays to descriptions			
as desired to provide additional			
detail.			
SL.K.6. Speak audibly and			
express thoughts, feelings, and			
ideas clearly.			
ideas clearly.	What is a matter?		
	What is a pattern?	D. C.	
Reading: Narrative Text		Before:	
<b>RL.K.1.</b> With prompting and		Running Record	
support, ask and answer		MLPP	
questions about key details in a		DIBELS	
text.		Dolch Sight Word List	
		Reading Assessment	
<b>RL.K.2</b> With prompting and		Benchmark Assessment 1	
support, retell familiar stories,			
including key details.		During:	
		Reading Conference	
RL.K.3 With prompting and		Running Record	
support, identify characters,		l = =	
settings, and major events in a		DIBELS progress monitoring	
		Keep a reading log that shows	
story.		times read in and out of school.	
RL.K.4 Ask and answer		Reader's response journal	
		Literacy Circle	
questions about unknown		Lesson Assessments	
words in a text.		Tesson Vsscssmenrs	
DI IZ CAY'd		After:	
RL.K.6 With prompting and			
support, name the author and		Phonics test	
illustrator of a story and define		DIBELS	
		Running Record	

the role of each in telling the	Dolch Sight Word List	
story.	Reader's response	
· ·	worksheet	
RL.K.7 With prompting and	Benchmark Assessment 2	
support, describe the		
relationship between	Writing Rubric	
illustrations and the story in		
which they appear (e.g., what		
moment in a story an		
illustration depicts).		
musuumen asprose).		
RL.K.10 Actively engage in		
group reading activities with		
purpose and understanding.		
purpose and understanding.		
Reading: Foundational Skills		
RF.K.1 Demonstrate		
understanding of the		
organization and basic features		
of print.		
a. Follow words from left		
to right, top to bottom,		
and page by page.		
b. Recognize that spoken		
words are represented		
in written language by		
specific sequences of		
letters.		
c. Understand that words		
are separated by spaces		
in print.		
d. Recognize and name all		
upper- and lowercase		
letters of the alphabet.		
ictions of the diphaect.		
RF.K.2 Demonstrate		
understanding of spoken words,		
anderstanding of spoken words,		

syllables, and sounds (phonemes).  a. Recognize and produce		
rhyming words.		
<b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my,		
is, are, do, does).		
<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.		
Reading: Informational Text RI.K.1. With prompting and		
support, ask and answer questions about key details in a text.		
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		

RI.K.5 Identify the front cover, back cover, and title page of a book.			
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
RI.K.10. Actively engage in group reading activities with purpose and understanding.			

**Time Frame:** 3 weeks November

**Unit 3:** Finding Friends

Focus: Fiction, Nonfiction, Poetry, Realistic Fiction

Common Core Essential Questions	Assessment	Vocabulary	Resources
Reading: Foundational Skills RF.K.1 Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.  RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.	Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1  During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments  After: Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet Benchmark Assessment 2 Writing Rubric	audience edit independence inform/explanatory partnerships publish qualities of good writing revision routines and rituals what when where who why writer writing process	Resources for Teachers: Calkins, Lucy. A curricular plan for the writing workshop: Grade K. Heinemann, 2011. ISBN-13: 978-0-325-04301-2  Fountas, Irene and Gay Su Pinell. Phonics Lesson: Letters, Words and How They Work: Grade K. Heinemann, 2006. ISBN-13: 978-0-325-01061-8 (Lessons that aide in teaching letter recognition and sound, sight words, blending, word families, and overall phonics.)  Books for leveled reading: http://www.readinga-z.com/guided/index.ht ml  Phonics assessments: http://www.pps.k12.or.us/curriculum/literac y/video/assessments/k-phonemic.pdf  1st grade writer's workshop checklists and other resources. May easily be brought down to K level: http://carlscorner.us.com/Write.htm  Running Records: Aid in assessing students on their reading fluency and comprehension.

<b>d.</b> Isolate and pronounce the	Common Core Suggested text:
initial, medial vowel, and final	Books for students:
sounds (phonemes) in	Martin, Bill. Chicka Chicka Boom Boom.
three-phoneme	Beachlane Books, 2009. ISBN-13:
(consonant-vowel-consonant, or	978-1416990918
CVC) words. (This does not	
include CVCs ending with /l/,	Martin, Bill. "Fire! Fire!" Said Mrs.
/r/, or /x/.)	McGuire. HMH Books, 2006. ISBN-13:
	978-0152057251
RF.K.3 Know and apply	
grade-level phonics and word	Seuss, Dr. Green Eggs and Ham. Random
analysis skills in decoding	House Beginner Books, 1960. ISBN-13:
words.	978-0394800165
a. Demonstrate basic	3,70 003,1000100
knowledge of one-to-one	Seuss, Dr. The Cat in the Hat. Random
letter-sound	House, 1957. ISBN-13: 978-0394800011
correspondences by	110 455, 1567, 1521, 151,570 055 1000011
producing the primary	
sound or many of the most	
frequent sounds for each	
consonant.	
<b>b.</b> Associate the long and	
short sounds with common	
spellings (graphemes) for	
the five major vowels.	
c. Read common	
high-frequency words by	
sight (e.g., the, of, to, you,	
she, my, is, are, do, does).	
d. Distinguish between	
similarly spelled words by	
identifying the sounds of	
the letters that differ.	
and retters that differ.	
RF.K.4 Read emergent-reader	
texts with purpose and	
understanding.	
discountains.	
l l	

Writing		
<b>W.K.2.</b> Use a combination of		
drawing, dictating, and writing		
to compose		
informative/explanatory texts in		
which they name what they are		
writing about and supply some		
information about the topic.		
1		
<b>W.K.3.</b> Use a combination of		
drawing, dictating, and writing		
to narrate a single event or		
several loosely linked events,		
tell about the events in the order		
in which they occurred, and		
provide a reaction to what		
happened.		
W.K.8. With guidance and		
support from adults, recall		
information from experiences		
or gather information from		
provided sources to answer a		
question.		
Speaking & Listening		
SL.K.1. Participate in		
collaborative conversations		
with diverse partners about		
kindergarten topics and texts		
with peers and adults in small		
and larger groups.		
<b>b.</b> Continue a conversation		
through multiple exchanges.		
SI I/ 2 Confirm 1 4 1		
SL.K.2 Confirm understanding		
of a text read aloud or		
information presented orally or		

through other media by asking and answering questions about key details and requesting clarification if something is not			
and answering questions about key details and requesting clarification if something is not			
key details and requesting clarification if something is not	ĺ		
clarification if something is not			
understood.			
SL.K.3 Ask and answer			
questions in order to seek help,			
get information, or clarify			
something that is not			
understood.			
<b>SL.K.4.</b> Describe familiar			
people, places, things, and			
events and, with prompting and			
support, provide additional			
detail.			
detail.			
Language			
sentences in shared language			
activities.			
activities.			
activities.  L.K.2 Demonstrate command			
activities.  L.K.2 Demonstrate command of the conventions of standard			
activities.  L.K.2 Demonstrate command of the conventions of standard English capitalization,			
activities.  L.K.2 Demonstrate command of the conventions of standard			
Language L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. f. Produce and expand complete			

<b>a.</b> Capitalize the first word in		
a sentence and the		
pronoun I.		
<b>b.</b> Recognize and name end		
punctuation.		
<b>c.</b> Write a letter or letters for		
most consonant and short-vowel sounds		
(phonemes).		
L.K.5 With guidance and		
support from adults, explore		
word relationships and nuances		
in word meanings.		
<b>c.</b> Identify real-life connections		
between words and their use		
(e.g., note places at school that		
are colorful).		
L.K.6 Use words and phrases		
acquired through conversations, reading and being read to, and		
responding to texts.		
responding to texts.		
Reading: Informational Text		
<b>RI.K.1.</b> With prompting and		
support, ask and answer		
questions about key details in a		
text.		
DIVA WA		
RI.K.2 With prompting and		
support, identify the main topic and retell key details of a text.		
and reten key details of a text.		
RI.K.4 With prompting and		
support, ask and answer		
questions about unknown		
words in a text.		

RI.K.5 Identify the front cover, back cover, and title page of a book.			
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
RI.K.10. Actively engage in group reading activities with purpose and understanding.			
Reading: Narrative Text RL.K.1. With prompting and support, ask and answer questions about key details in a text.			
RL.K.2 With prompting and support, retell familiar stories, including key details.			
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.			

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RL.K.5 Recognize common			
types of texts (e.g., storybooks,			
poems).			
<b>RL.K.6</b> With prompting and			
support, name the author and			
illustrator of a story and define			
the role of each in telling the			
story.			
<b>RL.K.7</b> With prompting and			
support, describe the			
relationship between			
illustrations and the story in			
which they appear (e.g., what			
moment in a story an			
illustration depicts).			
• •			
RL.K.10 Actively engage in			
group reading activities with			
purpose and understanding.			

**Time Frame:** 3 weeks November/December

Unit 4: By The Sea

Focus: Nonfiction, Poetry, Realistic Fiction

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
sl.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  b. Continue a conversation through multiple exchanges.  sl.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Why do readers use question words? How do writers use different genres to identify real-life connections between words and their use? How do readers display knowledge of concepts of prints through various genres? How do writers elaborate text using more details? How do readers use context clues to identify vocabulary, as well as nouns and verbs?	Before Students use pictures and/or drawings to answer questions.  Story Maps  During Students research topics and authors of interest.  After Students complete author study and present.	audience edit independence inform/explanatory partnerships presentation publish qualities of good writing revision routines and rituals what when where who why writing process	Multiple books from same author and/ or various picture books (i.e. <i>The Very Hungry Caterpillar, From Head to Toe, The Grouchy Ladybug</i> by Eric Carle.): Students can compare different writing styles between authors. (i.e. Dr. Seuss likes to rhyme is his books. Eric Carle uses animals as his characters.)  List of common authors/illustrators.  Calkins, Lucy. <i>A curricular plan for the writing workshop: Grade K.</i> Heinemann, 2011. ISBN-13: 978-0-325-04301-2  Variety of books to choose from. Also, audio books will help aide students in listening and comprehending text: http://www.scholastic.com/kids/stacks/books/?esp=CORPHP/ib////NAV/Kids/Tab/STACKSBookAuthors////  MAISA unit on text talk: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?UnitID=16544&YearID=2014&SchoolID=19&TimePeriodID=14&SourceSiteID=&CurriculumMapID=826&

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

#### Language

- **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **a.** Print many upper- and lowercase letters.
  - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - **f.** Produce and expand complete sentences in shared language activities.
- **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **a.** Capitalize the first word in a sentence and the pronoun I.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.5** With guidance and support from adults, explore

Henkes, Kevin. *Kitten's First Full Moon*. Greenwillow Books, 2004. ISBN-13: 978-0060588281 and other books by Kevin Henkes.

Other text suggestions for key details (any/multiple versions):
The Gingerbread Man
Goldilocks and the Three Bears
The Napping House
The Little Red hen
The Three Billy Goats Gruff
The Three Little Pigs

Suggested books for comparing/contrasting themes:

Spunky Kids theme-Cowen-Fletcher, Jane, *It Takes a Village*. Scholastic, 1989. ISBN-13: 978-0590465984 and

Tchana, Katrin Hyman and Pami, Louise Tchana, *Oh, No, Toto!* Scholastic, 1997. ISBN-13: 978-0590465854 and

Shannon, David, *No, David!* Blue Sky Press, 1998. ISBN-13: 978-0590930024

Spunky Pets theme – Schaefer, Lola, *Mittens*. HarperCollins, 2007. ISBN-13: 978-0060546618 and Ward, Cindy, *Cookie's Week*. Puffin, 1997. ISBN-13: 978-0698114357

word relationships and nuances in word meanings.  c. Identify real-life connections between words and their use.  L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Reading: Informational Text RI.K.1 With prompting and support, ask and answer questions about key details in a text.  RI.K.2 With prompting and support, identify the main topic and retell key details of a text.  RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.  RI.K.5 Identify the front cover, back cover, and title page of a book.	Why is life by the sea so interesting?	Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1  During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		After: Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet		

	Benchmark Assessment 2		
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.	Writing Rubric		
Reading: Literature RL.K.1. With prompting and support, ask and answer questions about key details in a text.			
<b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.			
<b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.			
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).			
<b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
RL.K.7 With prompting and support, describe the relationship between illustrations and the story and which they appear.			

RL.K.10 Actively engage in			
group reading activities with			
purpose and understanding.			
r r r r r r r r r r r r r r r r r r r			
Writing			
<b>W.K.3</b> Use a combination of			
drawing, dictating, and writing			
to narrate a single event or			
several loosely linked events,			
tell about the events in the order			
in which they occurred, and			
provide a reaction to what			
happened.			
- The first of the			
W.K.8 With guidance and			
support from adults, recall			
information from experiences			
or gather information from			
provided sources to answer a			
question.			
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Reading: Foundational Skills			
RF.K.1 Demonstrate			
understanding of the			
organization and basic features			
of print.			
<b>a.</b> Follow words from left to			
right, top to bottom, and page			
by page.			
<b>b.</b> Recognize that spoken words			
are represented in written			
language by specific sequences			
of letters.			
<b>c.</b> Understand that words are			
separated by spaces in print.			
<b>d.</b> Recognize and name all			
upper- and lowercase letters of			
the alphabet.			

RF.K.2 Demonstrate				
understanding of spoken words,				
syllables, and sounds				
(phonemes).				
a. Recognize and produce				
rhyming words.				
<b>b.</b> Count, pronounce, blend, and				
segment syllables in spoken				
words.				
<b>d.</b> Isolate and pronounce the				
initial, medial vowel, and final				
sounds (phonemes) in				
three-phoneme				
(consonant-vowel-consonant, or				
CVC) words. (This does not				
include CVCs ending with /l/,				
/r/, or /x/.)				
RF.K.3 Know and apply				
grade-level phonics and word				
analysis skills in decoding				
words.				
<b>a.</b> Demonstrate basic				
knowledge of one-to-one				
letter-sound correspondences				
by producing the primary sound				
or many of the most frequent				
sounds for each consonant.				
Source for their territories.				
<b>b.</b> Associate the long and short				
sounds with the common				
spellings (graphemes) for the				
five major vowels.				
c. Read common				
high-frequency words by sight				
mon nequency words by sight	I	I	1	

(e.g., the, of, to, you, she, my, is, are, do, does).		
<b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.		

**Time Frame:** 3 weeks December/January

Unit 5: Stick to It

Focus: Fiction, Poetry, Nonfiction

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
Writing	Why is it important to	<u>Before</u>	audience	Resources for teachers:
<b>W.K.2</b> Use a combination of drawing,	explain an event in	Think/Pair/Share about an	edit	Calkins, Lucy. A curricular plan for
dictating, and writing to compose	detail?	important event.	independence	the writing workshop: Grade K.
informative/explanatory texts in which			partnerships	Heinemann, 2011. ISBN-13:
they name what they are writing about	How do writers think,	<u>During</u>	personal narrative	978-0-325-04301-2
and supply some information about the	rehearse and write	Journal the event.	publish	2
topic.	small moment (single		qualities of good	Small Moment Picture Books:
WITCH III	event) stories?	After	writing	Keats, Ezra Jack. Peter's Chair.
<b>W.K.3.</b> Use a combination of drawing,	TT 1 '	Final drawing/writing will	rehearsal	Puffin, 1998. ISBN-13:
dictating, and writing to narrate a single	How do writers	be put into portfolio.	revision	978-0140564419
event or several loosely linked events, tell about the events in the order in which	practice writing using a variety of methods?		routines and rituals	Done Vate and Liz Done Mally in the
they occurred, and provide a reaction to	a variety of methods?		writing process	Pope, Kate and Liz Pope. <i>Molly in the Garden</i> . Barron's Educational Series,
what happened.	How do			2008. ISBN-13: 978-0764161087
what happened.	writers include details.			2006. ISBN-13. 976-0704101007
W.K.5. With guidance and support from	purpose and feelings			Spinelli, Eileen. Night Shift Daddy.
adults, respond to questions and	in their small moment			Scholastic, 2001. ISBN-13:
suggestions from peers and add details to	stories?			978-0439221382
strengthen writing as needed.				
	How do writers revise,			Wiesner, David. Flotsam. Clarion
W.K.7. Participate in shared research and	publish and share their			Books, 2006. ISBN-13:
writing projects (e.g., explore a number	best small moment			978-0618194575.
of books by a favorite author and express	stories?			
opinions about them).				Concept maps:
				Used for brainstorming before writing.
<b>W.K.8.</b> With guidance and support from				
adults, recall information from				
experiences or gather information from				
provided sources to answer a question.				
Speaking & Listening				

SL.K.1. Participate in collaborative		
conversations with diverse partners about		
kindergarten topics and texts with peers		
and adults in small and larger groups.		
<b>a.</b> Follow agreed-upon rules for		
discussions (e.g., listening to others		
and taking turns speaking about the		
topics and texts under discussion).		
<b>b.</b> Continue a conversation through		
multiple exchanges.		
<b>SL.K.2.</b> Confirm understanding of a text		
read aloud or information presented		
orally or through other media by asking		
and answering questions about key		
details and requesting clarification if		
something is not understood.		
<b>SL.K.3.</b> Ask and answer questions in		
order to seek help, get information, or		
clarify something that is not understood.		
<b>SL.K.4.</b> Describe familiar people, places,		
things, and events and, with prompting		
and support, provide additional detail.		
SL.K.5. Add drawings or other visual		
displays to descriptions as desired to		
provide additional detail.		
Language		
L.K.1 Demonstrate command of the		
conventions of standard English grammar		
and usage when writing or speaking. <b>a.</b> Print many upper- and lowercase		
letters.		
icucis.		

<ul> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> <li>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> </ul>				
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
read to, and responding to texts.				
Reading: Literature RL.K.1. With prompting and support, ask and answer questions about key details in a text.	What does it take to reach a goal?	Before: Running Record MLPP DIBELS Dolch Sight Word List		
<b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.		Reading Assessment Benchmark Assessment 1 <b>During</b> :		
		Reading Conference Running Record		

<u> </u>	<del>_</del>	<del>_</del>
RL.K.3. With prompting and support,	DIBELS progress	
identify characters, settings, and major	monitoring	
events in a story.	Keep a reading log that	
	shows times read in and	
RL.K.4 Ask and answer questions about	out of school.	
unknown words in a text.	Reader's response journal	
<b>RL.K.6.</b> With prompting and support,	Literacy Circle	
name the author and illustrator of a story	Lesson Assessments	
and define the role of each in telling the		
story.	After:	
	Phonics test	
<b>RL.K.7</b> With prompting and support,	DIBELS	
describe the relationship between	Running Record	
illustrations and the story and which they	Dolch Sight Word List	
appear.	Reader's response	
	worksheet	
<b>RL.K.9</b> With prompting and support,	Benchmark Assessment 2	
compare and contrast the adventures and	Writing Rubric	
experiences of characters in familiar		
stories.		
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RL.K.10 Actively engage in group		
reading activities with purpose and		
understanding.		
Reading: Foundational Skills		
RF.K.1 Demonstrate understanding of		
the organization and basic features of		
print. <b>a.</b> Follow words from left to right, top to		
bottom, and page by page.		
<b>b.</b> Recognize that spoken words are		
represented in written language by		
specific sequences of letters.		
c. Understand that words are separated by		
spaces in print.		
spaces in print.		

d. Recognize and name all upper- and lowercase letters of the alphabet.  RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming	
spoken words, syllables, and sounds (phonemes).	
spoken words, syllables, and sounds (phonemes).	
(phonemes).	
A. NECOSHIZE AND DIOQUEE HIVIHINS	
words.	
<b>b.</b> Count, pronounce, blend, and segment	
syllables in spoken words.	
c. Blend and segment onsets and rimes of	
single-syllable spoken words.	
RF.K.3 Know and apply grade-level	
phonics and word analysis skills in	
decoding words.	
a. Demonstrate basic knowledge of	
one-to-one letter-sound correspondences	
by producing the primary sound or many	
of the most frequent sounds for each consonant.	
Consonant.	
<b>b.</b> Associate the long and short sounds	
with the common spellings (graphemes)	
for the five major vowels.	
c. Read common high-frequency words	
by sight (e.g., the, of, to, you, she, my, is,	
are, do, does).	
RF.K.4 Read emergent-reader texts with	
purpose and understanding.	
Reading: Informational Text	
RI.K.1 With prompting and support, ask	
and answer questions about key details in	
a text.	

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.		

**Time Frame:** 3 weeks January/February

Unit 6: My Shadow

**Focus:** Nonfiction, Poetry, Fantasy

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking & Listening SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  b. Continue a conversation through multiple exchanges.  SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	How do writers use various texts to study characteristics of procedural How-to books and generated procedural How-to topics? How do writers gather information from provided sources to answer a question? How do writers use additional details so that readers can comprehend their writing? How do writers revise their How-to books? How do writers prepare for publication? How can writers discuss their work through multiple exchanges in a meaningful way?	Rubrics provided for a three-part How-To writing piece.  During Students use checklist for steps one, two, and three.  After Rubric is completed.	comprehend informational ordinal/ temporal numbers planning procedural revision sequence text features tone topic	How-To Resources packet. There are many resources available on this site to help students learn how to write how-to's:  http://gomaisa-public.rubiconatlas.org/ Atlas/Browse/UnitMap/View/Default? UnitID=16523&YearID=2013&School ID=19&TimePeriodID=33&SourceSit eID=&CurriculumMapID=823&  Sequencing charts: Aide students in learning how to sequence events.  Suggested Common Core Texts: Baer, Edith. This Is the Way We Go to School. Scholastic, 1992. ISBN-13: 978-0590431620  Crews, Donald. Truck. Greenwillow Books, 1991. ISBN-13: 978-0688104818  Hoban, Tana. I Read Signs. Greenwillow Books, 1987. ISBN-13: 978-0688073312
<b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.				

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.		
Language L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a.Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
<ul> <li>f. Produce and expand complete sentences in shared language activities.</li> <li>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds</li> </ul>		
(phonemes).  L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		

<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Town to, and Toop on any to terms.				
Reading: Literature	Why do shadows	Before:		
RL.K.1. With prompting and support,	come and go?	Running Record		
ask and answer questions about key		MLPP		
details in a text.		DIBELS		
DV WA WITH A TO I		Dolch Sight Word List		
RL.K.2. With prompting and support,		Reading Assessment		
retell familiar stories, including key details.		Benchmark Assessment 1		
DE MA WEST		<u>During</u> :		
<b>RL.K.3.</b> With prompting and support,		Reading Conference		
identify characters, settings, and major		Running Record		
events in a story.		DIBELS progress		
RL.K.4 Ask and answer questions about		monitoring Keep a reading log that		
unknown words in a text.		shows times read in and		
		out of school.		
RL.K.5 Recognize common types of				
texts (e.g., storybooks, poems).		Reader's response journal		
		Literacy Circle		
RL.K.6. With prompting and support,		Lesson Assessments		
name the author and illustrator of a story		A Store		
and define the role of each in telling the story.		After: Phonics test		
Story.		DIBELS		
<b>RL.K.7</b> With prompting and support,		Running Record		
describe the relationship between		Dolch Sight Word List		
illustrations and the story and which they		Reader's response		
appear.		worksheet		
		Benchmark Assessment 2		
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.		Writing Rubric		
Reading: Foundational Skills				

<b>RF.K.1</b> Demonstrate understanding of			
the organization and basic features of			
print.			
<b>a.</b> Follow words from left to right, top to			
bottom, and page by page.			
<b>b.</b> Recognize that spoken words are			
represented in written language by			
specific sequences of letters.			
<b>c.</b> Understand that words are separated			
by spaces in print.			
<b>d.</b> Recognize and name all upper- and			
lowercase letters of the alphabet.			
<b>RF.K.2</b> Demonstrate understanding of			
spoken words, syllables, and sounds			
(phonemes).			
<b>a</b> . Recognize and produce rhyming			
words.			
<b>d.</b> Isolate and pronounce the initial,			
medial vowel, and final sounds			
(phonemes) in three-phoneme			
(consonant-vowel-consonant, or CVC)			
words. (This does not include CVCs			
ending with /l/, /r/, or /x/.)			
e. Add or substitute individual sounds			
(phonemes) in simple, one-syllable words to make new words.			
words to make new words.			
RF.K.3 Know and apply grade-level			
phonics and word analysis skills in			
decoding words.			
<b>a.</b> Demonstrate basic knowledge of			
one-to-one letter-sound correspondences			
by producing the primary sound or many			
of the most frequent sounds for each			
consonant.			
L	•		

<b>b.</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		
<b>c.</b> Read common high-frequency words by sight (e.g., <i>the</i> , <i>of</i> , <i>to</i> , <i>you</i> , <i>she</i> , <i>my</i> , <i>is</i> , <i>are</i> , <i>do</i> , <i>does</i> ).		
<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.		
Reading: Informational Text RI.K.1 With prompting and support, ask and answer questions about key details in a text.		
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.		
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.		
RI.K.5 Identify the front cover, back cover, and title page of a book.		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.		

**Time Frame:** 3 weeks February/March

Unit 7: Teamwork

Focus: Rhyming Fiction, Nonfiction, Poetry, Fantasy, Fable

Common Core	<b>Essential Questions</b>	Assessment	Vocabulary	Resources
Reading: Informational Text	How does a team	Before:	connection	Graphic organizers:
<b>RI.K.1</b> With prompting and support, ask	work?	Running Record	describe	Help students in brainstorming
and answer questions about key details in		MLPP	details	
a text.	What is the	DIBELS	different	Variety of books to choose from. Also,
	importance of an	Dolch Sight Word List	event	audio books will help aide students in
<b>RI.K.2</b> With prompting and support,	informational text?	Reading Assessment	evidence	listening and comprehending text:
identify the main topic and retell key		Benchmark Assessment 1	idea	http://www.scholastic.com/kids/stacks/
details of a text.	How do readers		identify	books/?esp=CORPHP/ib////NAV/Kids
	identify key details in	During:	informational text	/Tab/STACKSBookAuthors////
<b>RI.K.4</b> With prompting and support, ask	an informational text?	Reading Conference	non-fiction	
and answer questions about unknown		Running Record	similar	Many books available online for
words in a text.	Why is it important to	DIBELS progress		students to read:
	know the main idea	monitoring		http://www.readinga-z.com/book/level
<b>RI.K.5</b> Identify the front cover, back	when reading?	Keep a reading log that		ed-books.php
cover, and title page of a book.		shows times read in and		
	How do connections	out of school.		Calkins, Lucy and Laurie Pessah.
<b>RI.K.7</b> With prompting and support,	help readers	Reader's response journal		Nonfiction Writing: Procedures and
describe the relationship between	understand vocabulary			Reports. Heinemann, 2003. ISBN-13:
illustrations and the text in which they	in an informational	Literacy Circle		978-0325005324
appear (e.g., what person, place, thing, or	text?	Lesson Assessments		(Lessons on teaching nonfiction
idea in the text an illustration depicts).				writing.)
	How can two texts	After:		
RI.K.10 Actively engage in group	about the same topic	Phonics test		Journals:
reading activities with purpose and	be similar and	DIBELS		Keeps a record of students' writings.
understanding.	different?	Running Record		
		Dolch Sight Word List		Any animal picture books:
Writing		Reader's response		Informative books that are interesting
<b>W.K.3.</b> Use a combination of drawing,		worksheet		to students.
dictating, and writing to narrate a single		Benchmark Assessment 2		
event or several loosely linked events,		Writing Rubric		Suggested CCSS Books:
tell about the events in the order in which				

they occurred, and provide a reaction to	Bulla, Clyde Robert. A Tree Is a
what happened.	<i>Plant.</i> Harper Collins, 2001. ISBN-13: 978-0064451963
W.K.8. With guidance and support from	
adults, recall information from	Pfeffer, Wendy. From Seed to
experiences or gather information from	Pumpkin. Harper Collins, 2004.
provided sources to answer a question.	ISBN-13: 978-0064451901
Speaking & Listening	
SL.K.1. Participate in collaborative	
conversations with diverse partners about	
kindergarten topics and texts with peers	
and adults in small and larger groups. <b>b.</b> Continue a conversation through	
multiple exchanges.	
multiple exchanges.	
SL.K.2 Confirm understanding of a text	
read aloud or information presented	
orally or through other media by asking	
and answering questions about key	
details and requesting clarification if	
something is not understood.	
SL.K.3. Ask and answer questions in	
order to seek help, get information, or	
clarify something that is not understood.	
SL.K.4. Describe familiar people, places,	
things, and events and, with prompting	
and support, provide additional detail.	
with coppers, pro 1,200 manifestate actions.	
SL.K.5 Add drawings or other visual	
displays to descriptions as desired to	
provide additional detail.	
SL.K.6 Speak audibly and express	
thoughts, feelings, and ideas clearly.	

Language		
<b>L.K.1</b> Demonstrate command of the		
conventions of standard English		
grammar and usage when writing or		
speaking.		
<b>a.</b> Print many upper- and lowercase		
letters.		
<b>b.</b> Use frequently occurring nouns and		
verbs.		
<b>c.</b> Form regular plural nouns orally by		
adding /s/ or /es/ (e.g., dog, dogs; wish,		
wishes).		
<b>d.</b> Understand and use question words		
(interrogatives) (e.g., who, what, where,		
when, why, how).		
<b>e.</b> Use the most frequently occurring		
prepositions (e.g., to, from, in, out, on,		
off, for, of, by, with).		
<b>L.K.2.</b> Demonstrate command of the		
conventions of standard English		
capitalization, punctuation, and spelling		
when writing.		
<b>a</b> . Capitalize the first word in a sentence		
and the pronoun <i>I</i>		
<b>c.</b> Write a letter or letters for most		
consonant and short-vowel sounds		
(phonemes).		
L.K.5 With guidance and support from		
adults, explore word relationships and		
nuances in word meanings.		
c. Identify real-life connections between		
words and their use (e.g., note places at		
school that are colorful).		
Reading: Literature		

<b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.		
details iii a text.		
<b>RL.K.2.</b> With prompting and support,		
retell familiar stories, including key details.		
details.		
<b>RL.K.3.</b> With prompting and support,		
identify characters, settings, and major		
events in a story.		
RL.K.4 Ask and answer questions about		
unknown words in a text.		
RL.K.5 Recognize common types of		
texts (e.g., storybooks, poems).		
RL.K.6. With prompting and support,		
name the author and illustrator of a story		
and define the role of each in telling the		
story.		
RL.K.9 With prompting and support,		
compare and contrast the adventures and		
experiences of characters in familiar		
stories.		
DI V 10 Actively engage in group		
RL.K.10 Actively engage in group reading activities with purpose and		
understanding.		
Reading: Foundational Skills		
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of		
print.		
<b>a.</b> Follow words from left to right, top to		
bottom, and page by page.		

<b>b.</b> Recognize that spoken words are			1
represented in written language by			
specific sequences of letters.			
•			
c. Understand that words are separated			
by spaces in print.			
<b>d.</b> Recognize and name all upper- and			
lowercase letters of the alphabet.			
<b>RF.K.2</b> Demonstrate understanding of			
spoken words, syllables, and sounds			
(phonemes).			
<b>a</b> . Recognize and produce rhyming			
words.			
<b>b.</b> Count, pronounce, blend, and segment			
syllables in spoken words.			
<b>d.</b> Isolate and pronounce the initial,			
medial vowel, and final sounds			
(phonemes) in three-phoneme			
(consonant-vowel-consonant, or CVC)			
words. (This does not include CVCs			
ending with $l/$ , $r/$ , or $r/$ .)			
e. Add or substitute individual sounds			
(phonemes) in simple, one-syllable			
words to make new words.			
<b>RF.K.3</b> Know and apply grade-level			
phonics and word analysis skills in			
decoding words.			
<b>a.</b> Demonstrate basic knowledge of			
one-to-one letter-sound correspondences			
by producing the primary sound or many			
of the most frequent sounds for each			
consonant.			1
h Aggariata the languard short saver 1-			
<b>b.</b> Associate the long and short sounds			1
with the common spellings (graphemes)			ĺ
for the five major vowels.			

<b>c.</b> Read common high-frequency words by sight (e.g., <i>the</i> , <i>of</i> , <i>to</i> , <i>you</i> , <i>she</i> , <i>my</i> , <i>is</i> , <i>are</i> , <i>do</i> , <i>does</i> ).		
<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.		

**Time Frame:** 3 weeks March **Unit 8:** Ready, Set, Grow

Focus: Nonfiction, Poetry, Fiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
Writing	How do writers	<u>Before</u>	audience	Picture books written by the same
<b>W.K.2.</b> Use a combination of drawing,	compose opinion	Students will	collaborate	author:
dictating, and writing to compose	pieces in different	Think/Pair/Share an opinion	focus	Help students learn how different
informative/explanatory texts in which they	ways?	they have about a topic.	letter genre	authors write.
name what they are writing about and supply			opinion	
some information about the topic.	How do writers	<u>During</u>	reasons	Concept Maps:
	formulate opinions	Observe students work		Aide students in brainstorming their
<b>W.K.3</b> Use a combination of drawing,	about books?			ideas.
dictating, and writing to narrate a single		Adult/peer review		
event or several loosely linked events, tell	How do writers			Suggested CCSS Books:
about the events in the order in which they	plan and rehearse	<u>After</u>		Fleming, Denise, Where Once There
occurred, and provide a reaction to what	for writing?	Presentation about opinion		Was a Wood. Square Fish, 2000.
happened.	11			ISBN-13: 978-0805064827. Have
WWW 7 Destining to in should account and	How can writers			students write about why we need to
W.K.7. Participate in shared research and	collaborate			conserve our planet.
writing projects (e.g., explore a number of books by a favorite author and express	effectively with peers?			Seeger, Laura Vaccaro, <i>Green</i> .
opinions about them).	peers?			Roaring Book Press, 2012. ISBN-13:
opinions about them).				978-1596433977. Have students
W.K.8. With guidance and support from				create their own "Best Color" book and
adults, recall information from experiences				share with class.
or gather information from provided sources				Share with class.
to answer a question.				
to answer a question.				
Speaking & Listening				
SL.K.1. Participate in collaborative				
conversations with diverse partners about				
kindergarten topics and texts with peers and				
adults in small and larger groups.				
<b>b.</b> Continue a conversation through multiple				
exchanges.				

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
<b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.		
Language L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a.Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. f. Produce and expand complete sentences in shared language activities.  L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).		

	<del>,</del>	<del>_</del>		
L.K.5 With guidance and support from				
adults, explore word relationships and				
nuances in word meanings.				
a. Sort common objects into categories (e.g.,				
shapes, foods) to gain a sense of the concepts				
the categories represent.				
<b>c.</b> Identify real-life connections between				
words and their use (e.g., note places at				
school that are colorful).				
<b>L.K.6</b> Use words and phrases acquired				
through conversations, reading and being				
read to, and responding to texts.				
Reading: Literature	What makes living	Before:		
RL.K.1. With prompting and support, ask	things grow?	Running Record		
and answer questions about key details in a	umgs grow.	MLPP		
text.		DIBELS		
		Dolch Sight Word List		
<b>RL.K.2.</b> With prompting and support, retell		Reading Assessment		
familiar stories, including key details.		Benchmark Assessment 1		
<b>RL.K.3.</b> With prompting and support,		During:		
identify characters, settings, and major		Reading Conference		
events in a story.		Running Record		
		DIBELS progress monitoring		
RL.K.4 Ask and answer questions about		Keep a reading log that		
unknown words in a text.		shows times read in and out		
DI K 5 Pagagniza common types of tayts		of school.		
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).		Reader's response journal		
		Literacy Circle		
<b>RL.K.6.</b> With prompting and support, name		Lesson Assessments		
the author and illustrator of a story and				
define the role of each in telling the story.		After:		
		Phonics test		
<b>RL.K.7</b> With prompting and support,		DIBELS		
describe the relationship between		Running Record		

<u>-</u>		
illustrations and the story in which they	Dolch Sight Word List	
appear (e.g., what moment in a story an	Reader's response	
illustration depicts).	worksheet	
	Benchmark Assessment 2	
RL.K.10 Actively engage in group reading		
activities with purpose and understanding.	Writing Rubric	
Reading: Foundational Skills		
<b>RF.K.1</b> Demonstrate understanding of the		
organization and basic features of print.		
<b>a.</b> Follow words from left to right, top to		
bottom, and page by page.		
<b>b.</b> Recognize that spoken words are		
represented in written language by specific		
sequences of letters.		
<b>c.</b> Understand that words are separated by		
spaces in print.		
<b>d.</b> Recognize and name all upper- and		
lowercase letters of the alphabet.		
DE V.2 Demonstrate understanding of		
RF.K.2 Demonstrate understanding of		
spoken words, syllables, and sounds		
(phonemes).		
<ul><li>a. Recognize and produce rhyming words.</li><li>b. Count, pronounce, blend, and segment</li></ul>		
syllables in spoken words.		
<b>d.</b> Isolate and pronounce the initial, medial		
vowel, and final sounds (phonemes) in		
three-phoneme (consonant-vowel-consonant,		
or CVC) words. (This does not include		
CVCs ending with /l/, /r/, or /x/.)		
e. Add or substitute individual sounds		
(phonemes) in simple, one-syllable words to		
make new words.		
<b>RF.K.3</b> Know and apply grade-level phonics		
and word analysis skills in decoding words.		

<b>b.</b> Associate the long and short sounds with the common spellings (graphemes) for the			
five major vowels.			
c. Read common high-frequency words by			
sight (e.g., the, of, to, you, she, my, is, are,			
do, does).			
RF.K.4 Read emergent-reader texts with			
purpose and understanding.			
Reading: Informational Text			
RI.K.1 With prompting and support, ask and			
answer questions about key details in a text.			
RI.K.2 With prompting and support, identify			
the main topic and retell key details of a text.			
RI.K.4 With prompting and support, ask and			
answer questions about unknown words in a			
text.			
RI.K.5 Identify the front cover, back cover,			
and title page of a book.			
<b>RI.K.6</b> Name the author and illustrator of a			
text and define the role of each in presenting			
the ideas or information in a text.			
RI.K.7 With prompting and support,			
describe the relationship between			
illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the			
text an illustration depicts).			
RI.K.10 Actively engage in group reading			
activities with purpose and understanding.			

Time Frame: 3 weeks April Unit 9: Red White, and Blue Focus: Nonfiction, Fiction, Poetry

Common Core	Essential Questions	Assessment	Vocabulary	Resources
Writing	How do writers	<u>Before</u>	audience	Picture books written by the same
<b>W.K.2.</b> Use a combination of drawing,	compose opinion	Students will	collaborate	author:
dictating, and writing to compose	pieces in different	Think/Pair/Share an opinion	focus	Help students learn how different
informative/explanatory texts in which they	ways?	they have about a topic.	letter genre	authors write.
name what they are writing about and			opinion	
supply some information about the topic.	How do writers	<u>During</u>	reasons	Concept Maps:
	formulate opinions	Observe students work		Aide students in brainstorming their
<b>W.K.5.</b> With guidance and support from	about books?			ideas.
adults, respond to questions and suggestions		Adult/peer review		
from peers and add details to strengthen	How do writers			Suggested CCSS Books:
writing as needed.	plan and rehearse	<u>After</u>		Fleming, Denise, Where Once There
	for writing?	Presentation about opinion		Was a Wood. Square Fish, 2000.
Speaking & Listening				ISBN-13: 978-0805064827. Have
SL.K.1. Participate in collaborative	How can writers			students write about why we need to
conversations with diverse partners about	collaborate			conserve our planet.
kindergarten topics and texts with peers and	effectively with			
adults in small and larger groups.	peers?			Seeger, Laura Vaccaro, Green.
<b>b.</b> Continue a conversation through multiple				Roaring Book Press, 2012. ISBN-13:
exchanges.				978-1596433977. Have students
				create their own "Best Color" book
SL.K.2 Confirm understanding of a text				and share with class.
read aloud or information presented orally or				
through other media by asking and				
answering questions about key details and				
requesting clarification if something is not				
understood.				

SL.K.3. Ask and answer questions in order			
to seek help, get information, or clarify			
something that is not understood.			
<b>SL.K.4</b> Describe familiar people, places,			
things, and events and, with prompting and			
support, provide additional detail.			
SL.K.5. Add drawings or other visual			
displays to descriptions as desired to provide			
additional detail.			
Language			
L.K.1 Demonstrate command of the			
conventions of standard English grammar			
and usage when writing or speaking.			
<b>a.</b> Print many upper- and lowercase letters.			
<b>b.</b> Use frequently occurring nouns and			
verbs.			
<b>d</b> . Understand and use question words			
(interrogatives) (e.g., who, what, where,			
when, why, how).			
<b>f.</b> Produce and expand complete sentences in			
shared language activities.			
L.K.2. Demonstrate command of the			
conventions of standard English			
capitalization, punctuation, and spelling			
when writing.			
<b>a.</b> Capitalize the first word in a sentence and			
the pronoun I			
<b>b</b> . Recognize and name end punctuation.			
c. Write a letter or letters for most consonant			
and short-vowel sounds (phonemes).			
I V 5 With avidence and average from			
<b>L.K.5</b> With guidance and support from adults, explore word relationships and			
nuances in word meanings.			

<ul> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> </ul>				
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Reading: Literature	Why do we love	Before:		
<b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a	America?	Running Record MLPP		
text.		DIBELS		
		Dolch Sight Word List		
<b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.		Reading Assessment		
lammar stories, including key details.		Benchmark Assessment 1		
RL.K.3. With prompting and support,		During:		
identify characters, settings, and major		Reading Conference		
events in a story.		Running Record DIBELS progress monitoring		
RL.K.4 Ask and answer questions about		Keep a reading log that		
unknown words in a text.		shows times read in and		
<b>RL.K.6.</b> With prompting and support, name		out of school.		
the author and illustrator of a story and		Reader's response journal		
define the role of each in telling the story.		Literacy Circle		
DI IZ 10 A C 1		Lesson Assessments		
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.		After:		
dearthes with purpose and understanding.		Phonics test		
Reading: Foundational Skills		DIBELS		
<b>RF.K.1</b> Demonstrate understanding of the		Running Record		
organization and basic features of print.		Dolch Sight Word List		
<b>a.</b> Follow words from left to right, top to bottom, and page by page.		Reader's response		
oottom, and page by page.		worksheet		

<b>b.</b> Recognize that spoken words are	Benchmark Assessment 2	
represented in written language by specific	Writing Rubric	
sequences of letters.	Triving Triving	
<b>d.</b> Recognize and name all upper- and		
lowercase letters of the alphabet.		
RF.K.2 Demonstrate understanding of		
spoken words, syllables, and sounds		
(phonemes).		
<b>a</b> . Recognize and produce rhyming words.		
<b>b.</b> Count, pronounce, blend, and segment		
syllables in spoken words.		
<b>d.</b> Isolate and pronounce the initial, medial		
vowel, and final sounds (phonemes) in		
three-phoneme		
_		
(consonant-vowel-consonant, or CVC)		
words. (This does not include CVCs ending		
with /l/, /r/, or /x/.)		
e. Add or substitute individual sounds		
(phonemes) in simple, one-syllable words to		
make new words.		
RF.K.3 Know and apply grade-level		
phonics and word analysis skills in decoding		
words.		
<b>b.</b> Associate the long and short sounds with		
the common spellings (graphemes) for the		
five major vowels.		
<b>c.</b> Read common high-frequency words by		
sight (e.g., the, of, to, you, she, my, is, are,		
do, does).		
RF.K.4 Read emergent-reader texts with		
purpose and understanding.		
purpose and anaersmining.		
Reading: Informational Text		

	 	<u></u>
<b>RI.K.1</b> With prompting and support, ask		
and answer questions about key details in a		
text.		
<b>RI.K.2</b> With prompting and support,		
identify the main topic and retell key details		
of a text.		
of a text.		
<b>RI.K.3</b> With prompting and support,		
describe the connection between two		
individuals, events, ideas, or pieces of		
information in a text.		
<b>RI.K.4</b> With prompting and support, ask		
and answer questions about unknown words		
in a text.		
<b>RI.K.5</b> Identify the front cover, back cover,		
and title page of a book.		
<b>RI.K.6</b> Name the author and illustrator of a		
text and define the role of each in presenting		
the ideas or information in a text.		
the radas of information in a text.		
RI.K.7 With prompting and support,		
describe the relationship between		
illustrations and the text in which they		
appear (e.g., what person, place, thing, or		
idea in the text an illustration depicts).		
DIVITAD A C. 1		
RI.K.10 Actively engage in group reading		
activities with purpose and understanding.		

**Time Frame:** 3 weeks May/June

Unit 10: Windy Days

Focus: Nonfiction, Fiction, Poetry

('ommon ('ore	Assessment Assessment	Vocabulary	Resources
Writing W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express	Before Students will Think/Pair/Share an opin they have about a topic.  During Observe students work Adult/peer review  After Presentation about opinic	letter genre opinion reasons	Picture books written by the same author: Help students learn how different authors write.  Concept Maps: Aide students in brainstorming their ideas.  Suggested CCSS Books: Fleming, Denise, Where Once There Was a Wood. Square Fish, 2000. ISBN-13: 978-0805064827. Have students write about why we need to conserve our planet.  Seeger, Laura Vaccaro, Green. Roaring Book Press, 2012. ISBN-13: 978-1596433977. Have students create their own "Best Color" book and share with class.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or		
through other media by asking and answering questions about key details and		
requesting clarification if something is not		
understood.		
SL.K.3. Ask and answer questions in order		
to seek help, get information, or clarify		
something that is not understood.		
SL.K.4 Describe familiar people, places,		
things, and events and, with prompting and support, provide additional detail.		
SL.K.5. Add drawings or other visual		
displays to descriptions as desired to provide additional detail.		
Language L.K.1 Demonstrate command of the		
conventions of standard English grammar		
conventions of standard English grammar and usage when writing or speaking.		
conventions of standard English grammar		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  e. Use the most frequently occurring		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  f. Produce and expand complete sentences in		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Print many upper- and lowercase letters. <b>b.</b> Use frequently occurring nouns and verbs. <b>d.</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <b>e.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <b>f.</b> Produce and expand complete sentences in shared language activities. <b>L.K.2.</b> Demonstrate command of the		
conventions of standard English grammar and usage when writing or speaking.  a.Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  f. Produce and expand complete sentences in shared language activities.		

capitalization, punctuation, and spelling				
when writing.				
<b>a.</b> Capitalize the first word in a sentence and				
the pronoun I				
<b>b.</b> Recognize and name end punctuation.				
c. Write a letter or letters for most consonant				
<ul><li>and short-vowel sounds (phonemes).</li><li>d. Spell simple words phonetically, drawing</li></ul>				
on knowledge of sound-letter relationships.				
on knowledge of sound letter relationships.				
<b>L.K.4</b> Determine or clarify the meaning of				
unknown and multiple-meaning words and				
phrases based on kindergarten reading and				
content.				
<b>a.</b> Identify new meanings for familiar words				
and apply them accurately (e.g., knowing				
<i>duck</i> is a bird and learning the verb to <i>duck</i> ).				
<b>L.K.5</b> With guidance and support from				
adults, explore word relationships and				
nuances in word meanings.				
<b>a.</b> Sort common objects into categories (e.g.,				
shapes, foods) to gain a sense of the				
concepts the categories represent.				
<b>c.</b> Identify real-life connections between				
words and their use (e.g., note places at				
school that are colorful).				
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being				
read to, and responding to texts.				
read to, and responding to texts.				
Reading: Literature	Why do we have	Before:		
<b>RL.K.1.</b> With prompting and support, ask	wind?	Running Record		
and answer questions about key details in a		MLPP		
text.		DIBELS		
		Dolch Sight Word List		
		Reading Assessment		

RL.K.2. With prompting and support, retell	Benchmark Assessment 1	
familiar stories, including key details.		
	<u>During</u> :	
RL.K.3. With prompting and support,	Reading Conference	
identify characters, settings, and major	Running Record	
events in a story.	DIBELS progress monitoring	
	Keep a reading log that	
RL.K.4 Ask and answer questions about	shows times read in and	
unknown words in a text.	out of school.	
RL.K.5 Recognize common types of texts	Reader's response journal	
(e.g., storybooks, poems).	Literacy Circle	
(c.g., story books, poems).	Lesson Assessments	
<b>RL.K.6.</b> With prompting and support, name		
the author and illustrator of a story and	After:	
define the role of each in telling the story.	Phonics test	
	DIBELS	
RL.K.7 With prompting and support,	Running Record	
describe the relationship between	Dolch Sight Word List	
illustrations and the story in which they	Reader's response	
appear (e.g., what moment in a story an	worksheet	
illustration depicts).	Benchmark Assessment 2	
DI 1/2 10 A /2 1 2 2 2	Writing Rubric	
RL.K.10 Actively engage in group reading		
activities with purpose and understanding.		
Reading: Foundational Skills		
RF.K.1 Demonstrate understanding of the		
organization and basic features of print.		
<b>a.</b> Follow words from left to right, top to		
bottom, and page by page.		
<b>b.</b> Recognize that spoken words are		
represented in written language by specific		
sequences of letters.		
<b>c.</b> Understand that words are separated by		
spaces in print.		

<b>RF.K.2</b> Demonstrate understanding of	 	 
spoken words, syllables, and sounds		
(phonemes).		
<b>a</b> . Recognize and produce rhyming words.		
<b>d.</b> Isolate and pronounce the initial, medial		
vowel, and final sounds (phonemes) in		
three-phoneme		
(consonant-vowel-consonant, or CVC)		
words. (This does not include CVCs ending		
with /l/, /r/, or /x/.)		
<b>e.</b> Add or substitute individual sounds		
(phonemes) in simple, one-syllable words to		
make new words.		
RF.K.3 Know and apply grade-level		
phonics and word analysis skills in decoding		
words.		
a. Demonstrate basic knowledge of		
one-to-one letter-sound correspondences by		
producing the primary sound or many of the		
most frequent sounds for each consonant.		
<b>b.</b> Associate the long and short sounds with		
the common spellings (graphemes) for the		
five major vowels.		
c. Read common high-frequency words by		
sight (e.g., the, of, to, you, she, my, is, are,		
do, does).		
<b>d.</b> Distinguish between similarly spelled		
words by identifying the sounds of the		
letters that differ.		
Reading: Informational Text		
RI.K.1 With prompting and support, ask		
and answer questions about key details in a		
text.		

<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details			
of a text.			
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words			
in a text.			
DIVE Identify the front cover healt cover			
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.			
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting			
the ideas or information in a text.			
RI.K.7 With prompting and support,			
describe the relationship between			
illustrations and the text in which they			
appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.			
deavines with purpose and anderstanding.			