

	Trimester 1	Trimester 2	Trimester 3
	<b>LITERARY</b>	<b>INFORMATIONAL-Literary</b>	<b>INFORMATIONAL TEXT-Non-Literary</b>
<b>READING-GENRE</b>	<p><b>NEW LEARNING</b>-with prompting/support</p> <ul style="list-style-type: none"> <li><b>Retell w/ Key details</b>-RL K.2</li> <li><b>Major events, Characters, Setting</b>-RL K.3</li> <li>Illustrations and story-RL K.7</li> <li>Compare &amp; Contrast-Characters-RL K.9</li> </ul>	<p><b>NEW LEARNING</b> -with prompting/support</p> <ul style="list-style-type: none"> <li><b>Main Topic</b>-RI K.2</li> <li><b>Retell w/ Key details</b>--RI K.2</li> <li>Connection btw two events, ideas, individuals or information within a text-RI K.3</li> <li>Compare Contrast Two Texts-same topic-RI K.9</li> </ul>	<p><b>NEW LEARNING</b>-with prompting/support</p> <ul style="list-style-type: none"> <li>Main Topics-RI K.2</li> <li>Retell w/ Key details-RI K.2</li> <li>Relationship btw Illustrations and text-RI K.7</li> <li>Reasons author gives to support points-RI K.8</li> <li><b>Compare Contrast Two Texts-same topic</b>-RI K.9</li> </ul>
<b>READING--FOUNDATIONAL</b>	<p><b>NEW LEARNING</b> <b>Print Concepts</b>-RFS K.1</p> <ul style="list-style-type: none"> <li>Directionality of Print-1a</li> <li>Speech to Print-1b</li> <li>Words in Print-1c</li> <li>Letters (upper and lower)-rec. and name-1d</li> </ul> <p><b>Phonological Awareness</b>-RFS K.2</p> <ul style="list-style-type: none"> <li>Rhymes-recognize and produce-2a</li> <li>Syllables-count, pronounce, blend and segment in spoken words-2b</li> <li>Onsets and rimes-blend and segment of single-syllable spoken words-2c</li> </ul> <p><b>Phonics</b>-</p> <ul style="list-style-type: none"> <li>Fluency-Read emergent-reader texts with understanding-RFS K.4</li> <li>Sight Words</li> <li>Voice-print match (1 to 1)</li> </ul> <p><b>Strategy</b>-Self-monitor using known words</p>	<p><b>NEW LEARNING</b> <b>Print Concepts</b>-RFS K.1</p> <ul style="list-style-type: none"> <li>First and Last in Print-1a</li> <li>Letters and Words in Print-1b, 1c</li> </ul> <p><b>Phonological Awareness</b>-RFS K.2</p> <ul style="list-style-type: none"> <li>Syllables-count, pronounce, blend and segment in spoken words-2b</li> <li>Onsets and rimes-blend and segment of single-syllable spoken words-2c</li> <li>Phonemes-Isolate and pronounce sounds in three-phoneme (CVC) words-2d</li> </ul> <p><b>Phonics</b>-Letter/Sound correspondence</p> <ul style="list-style-type: none"> <li>Consonant Sounds-3c</li> <li>Write letters-LK.2, LK1</li> <li>Fluency-Read emergent-reader texts with purpose and understanding-RFS K.4</li> <li>Sight Words (1-10)</li> </ul> <p><b>Strategy</b>-Reread to problem solve</p>	<p><b>NEW LEARNING</b> <b>Print Concepts</b>-RFS K.1</p> <ul style="list-style-type: none"> <li>Sentence in Print-RFS 1.1</li> </ul> <p><b>Phonological Awareness</b>-RFS K.2</p> <ul style="list-style-type: none"> <li>Phonemes-Isolate and pronounce sounds in three-phoneme (CVC) words-2d</li> <li>Phonemes-Add or substitute sounds in one syllable words to make new words-2e</li> </ul> <p><b>Phonics</b>-RFS K.3</p> <ul style="list-style-type: none"> <li>Vowels Sounds-long and short-3b</li> <li>Phonograms-start to recognize/use a few VC pattern (easiest)</li> <li>Fluency-Read emergent-reader texts with purpose and understanding-RFS K.4</li> <li>Sight Words (1-20)</li> </ul> <p><b>Strategy</b>-Two or more sources of information to self-monitor and self-correct</p>
<b>READING ON-GOING</b>	<p><b>On-Going Learning-Reading</b></p> <ul style="list-style-type: none"> <li><b>Ask and answer questions about key details in a text to confirm understanding and request clarification</b>-SL K.2, RL K.1, RI K.2</li> <li>Ask and answer questions about unknown words in text-RL K.4, RI K.4</li> <li>Recognize common types of text (stories, poems)-RL K.5</li> <li>Identify the front cover, back cover and title page-RI K.5</li> <li>Name author and illustrator and define the role of each in telling the story-RL K.6, RI K.6</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>-L K.4</li> <li><b>Actively engage in group reading activities with purpose and understanding</b>-RL K.10, RI K.1</li> </ul>		
<b>TEXT READING</b>	Read Level A Text Independently with accuracy and understanding-not assessed	Read Level B Text Independently with accuracy and understanding-not assessed	<b>Read Level C Text</b> Independently with accuracy, fluency and understanding- <i>Fountas and Pinnell Assessment</i>

	Foundational	Narrative	Opinion /Informative
WRITING	<p><b><u>New Learning-Foundational Writing</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Print upper and lowercase letters</i></b>-LK.1a</li> <li>• Write letter/s for most consonant and short vowel sounds LK. 2c and Spell simple words phonetically-LK. 2d</li> </ul>	<p><b><u>New Learning</u></b></p> <p>Write <b><i>Narrative</i></b> through combination of drawing, dictating, writing-wk.3</p> <ul style="list-style-type: none"> <li>• Center focus-single event or several linked events</li> <li>• Sequence of events</li> <li>• Reaction</li> </ul>	<p><b><u>New learning</u></b></p> <p>Write <b><i>Opinion</i></b> through combination of drawing, dictating and writing-w k.1</p> <ul style="list-style-type: none"> <li>• Topic or name of book</li> <li>• Opinion</li> </ul> <p>Write <b><i>Informative</i></b> through combination of drawing, dictating and writing-w k.2</p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Information – facts, events, details</li> </ul>
	<p><b><u>On-Going Learning-Writing</u></b></p> <ul style="list-style-type: none"> <li>• With guidance-support from adults respond to questions-suggestions from peers, add details to strengthen writing as needed-wk.5</li> <li>• With guidance-support from adults, explore a variety of digital tools to produce and publish writing, in collaboration with peers-wk.6</li> <li>• Conduct shared research (e.g., explore books by favorite author and express opinions about them)-wk.7</li> <li>• With guidance-support from adults recall information from experiences or gather information from provided sources to answer a question-wk.8</li> </ul>		
SPEAKING/LISTENING	<p><b><u>Main Instructional Focus-New Learning</u></b></p> <p><b><i>Participate in collaborative conversations</i></b> with peers and adults in small and large groups-sLK.1</p> <ul style="list-style-type: none"> <li>• Rules for discussion (e.g., listening, taking turns)</li> </ul>	<p><b><u>Main Instructional Focus-New Learning</u></b></p> <p><b><i>Participate in collaborative conversations</i></b> with peers and adults in small and large groups-sLK.1</p> <ul style="list-style-type: none"> <li>• Conversation-multiple exchanges</li> </ul>	<p><b><u>Main Instructional Focus-New Learning</u></b></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail- SL K.5</p>
	<p><b><u>On-Going Learning-Speaking Listening</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Ask and answer questions</i></b> to seek help, get information or clarify something that is not understood-sl k.3</li> <li>• <b><i>Describe familiar people, places, things,</i></b> and events and with prompting and support, provide additional detail- SLK.4</li> <li>• Speak audibly to express thoughts, feelings and ideas clearly-sl k.6</li> </ul>		
LANGUAGE	<p><b><u>Main Instructional Focus-New Learning</u></b></p> <p>Conventions of English grammar in writing and speaking-LK.1</p> <ul style="list-style-type: none"> <li>• Frequently occurring nouns and verbs-b</li> </ul>	<p><b><u>Main Instructional Focus-New Learning</u></b></p> <p>Conventions of grammar in writing, speaking-LK.1</p> <ul style="list-style-type: none"> <li>• Regular plural nouns-adding /s/ /es/ -c</li> <li>• Question words-d</li> </ul> <p><b><i>Conventions of capitalization, punctuation, spelling when writing</i></b>-LK.2</p> <ul style="list-style-type: none"> <li>• Capitalize first word in the sentence and I-a</li> </ul>	<p><b><u>Main Instructional Focus-New Learning</u></b></p> <p>Conventions of grammar in writing, speaking-LK.1</p> <ul style="list-style-type: none"> <li>• Frequently occurring prepositions (e.g., to, from, in, out, off)-e</li> </ul> <p><b><i>Conventions of capitalization, punctuation, spelling when writing</i></b>-LK.2</p> <ul style="list-style-type: none"> <li>• Recognize and name end punctuation-b</li> </ul>
	<p><b><u>On-Going Learning-Language:</u></b></p> <ul style="list-style-type: none"> <li>• Expand complete sentences in shared language activities-LK.1f</li> <li>• Determine the meaning of unknown, multiple meaning words based on K reading and content (new meanings for words, inflections and affixes)-LK.4</li> <li>• Use word relationships, meanings: categories, antonyms, connections btw words and their use, verbs, shades of meaning (walk, march, strut, prance)</li> <li>• Use words and phrases acquired through conversations, reading, being read to, and responding to texts-LK.6</li> </ul>		