

## Kindergarten ELA Pacing Guide 2016-2017

	<p>*These standards are covered throughout the year: RL.K.5 Recognize common types of texts (e.g. story books, poems), RL.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.4 Read emergent-reader texts with purpose and understanding. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>*Teachers will need to review standards throughout the year. MAP, common assessments, formative assessments, essential questions, exit slips, writing samples/rubrics will drive the instruction that needs to be taught throughout the year. *After all thinking strategies are introduced and practiced, we will continue to use them together to gain a deeper understanding of our text until the end of the year.</p>	
Week of	Standard	Resources
August 15 August 22 August 29	<p>CCSS.ELA-Literacy.RF.K.1.C Understand that words are separated by spaces in print.</p> <p><u>CCSS.ELA-Literacy.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</u></p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.K.7 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).</p> <p>CCSS.ELA-LITERACY.RL.K.10 Actively, engage in group reading activities with purpose and understanding.</p>	<p>Benchmark Literacy Unit 1</p> <p>Leveled Texts</p> <p>Reader's Theater</p> <p>Reading A to Z</p> <p>Read Alouds-</p> <p>Fry Word Lists</p> <p>Poetry Notebooks</p> <p>Songs</p> <p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcyA)</p>
<ul style="list-style-type: none"> <li>Ask Questions</li> <li>Identify Main Idea &amp; Supporting Details</li> </ul>	<p>CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Shared Writing: Use main idea and supporting details to make a "Rules at School" poster</p> <p>Handwriting Without Tears</p> <p>4 square: Things I can do now that I am (5)</p> <p>Lucy Calkins Reading Writing workshop</p>

Sept. 7 Sept. 12 Sept. 19	<p>CCSS.ELA-Literacy.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Benchmark Literacy Unit 2</p> <p>Phonics Mm and Short Aa</p> <p>Leveled Texts</p> <p>Reader's Theater</p> <p>Reading A to Z</p> <p>Read Alouds-</p> <p>Fry Word Lists</p> <p>Poetry Notebooks</p> <p>Songs</p> <p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers- Starfall, compass learning, ABCYA)</p>
<p>Visualize</p> <ul style="list-style-type: none"> <li>Analyze Character</li> </ul>	<p>CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Session 1-10 Unit 1 Narrative Writing Lucy Calkins</p>	<p>Shared Writing: Letter to the Big Bad Wolf</p> <p>Handwriting Without Tears</p> <p>4 Square: community helpers</p> <p>Write an informative piece about community helpers.</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>
Sept. 26 Oct. 3 Oct. 18	<p>CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p>	

<ul style="list-style-type: none"> <li>• Determine Text Importance</li> <li>• Identify Sequence of Events</li> </ul>	<p>CCSS.ELA-Literacy.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RF.K.1.C Understand that words are separated by spaces in print.</p> <p>CCSS.ELA-Literacy.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.RF.K.3.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.</p> <p>CCSS.ELA-Literacy.RF.K.3.C Read common high-frequency words by sight.</p>	
	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Session 11-19 Unit 1 Narrative Writing Narrative Writing Lucy Calkins</p>	
Oct. 24	<p>CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p>	<p>Benchmark Literacy Unit 3</p> <p>Phonics Ss, Tt, Nn</p> <p>Leveled Texts</p> <p>Reader's Theater</p>

	CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Reading A to Z Read Alouds- Fry Word Lists Poetry Notebooks Songs Anchor Charts Alphabet Assessment Thinking Strategy: Make Predictions Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcyA)
	CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters. CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Shared Writing: Write a sequence showing how to do or make something using a graphic organizer.  Handwriting Without Tears  Writing Rubric  Collaborate with adults to create a timeline.  Lucy Calkins Reading Writing workshop
Oct. 31 Nov. 9 Nov. 14	CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.	Benchmark Literacy Unit 4 Phonics Short Ii, Ff, Pp Leveled Texts Reader's Theater Reading A to Z Read Alouds- Fry Word Lists Poetry Notebooks Songs Anchor Charts Alphabet Assessment Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcyA)
<ul style="list-style-type: none"> <li>Summarize &amp; Synthesize</li> <li>Analyze Story Elements</li> </ul>		

	<p>CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.</p> <p>CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaborations with peers.</p> <p>Unit 2 Session 1-10 Narrative Writing Lucy Calkins</p>	<p>Shared Writing: Write a story summary.</p> <p>Writers Notebook: simple high frequency word sentences</p> <p>Handwriting Without Tears</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>
Nov. 21	<p>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	
	<p>CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	
Nov. 28 Dec. 5 Dec. 12	<p>CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>Benchmark Literacy Unit 5</p> <p>Phonics Short Oo, Cc, Hh</p> <p>Leveled Texts</p> <p>Reader's Theater</p>

<ul style="list-style-type: none"> <li>• Make Connections</li> <li>• Make Inferences</li> </ul>	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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).</p> <p>CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Reading A to Z</p> <p>Read Alouds-</p> <p>Fry Word Lists</p> <p>Poetry Notebooks</p> <p>Songs</p> <p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcy)</p>
	<p><u>CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</u></p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Unit 2 Session 11-20 Narrative Writing Lucy Calkins</p>	<p><b>Shared Writing: Make inferences from observations using a graphic organizer.</b></p> <p><b>Writers Notebook: list/menu Thanksgiving dinner. Opinion piece about the best meal.</b></p> <p><b>Handwriting Without Tears Writing Rubric</b></p> <p><b>Lucy Calkins Reading Writing workshop</b></p>
<p>Jan. 3</p> <p>Jan. 9</p> <p>Jan. 17</p>	<p><u>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u></p> <p>CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Benchmark Literacy Unit 6</p> <p>Phonics Bb, Short Uu, Rr</p> <p>Leveled Texts</p> <p>Reader's Theater</p>

<p>Fix-Up Monitoring</p> <ul style="list-style-type: none"> <li>Summarize Information</li> </ul>	<p>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Reading A to Z Read Alouds- Fry Word Lists Poetry Notebooks Songs Anchor Charts Alphabet Assessment Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcyA)</p>
	<p>CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.K. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 3 Session 1-10 Informative Writing Lucy Calkins</p>	<p>Shared Writing: Use descriptions to make a zoo brochure</p> <p>Writers Notebook: list verbs (what kittens can do) and share information</p> <p>Handwriting Without Tears</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>
<p>Jan. 23 Jan. 30 Feb. 6</p>	<p><u>CCSS.ELA-Literacy.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</u></p> <p><u>CCSS.ELA-Literacy.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</u></p> <p><u>CCSS.ELA-Literacy.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</u></p>	<p>Benchmark Literacy Unit 7 Phonics Short Ee, Gg, Dd Leveled Texts Reader's Theater Reading A to Z Read Alouds- Fry Word Lists Poetry Notebooks Songs</p>

<ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Make Predictions</li> </ul>	<p>CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.K.3.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.</p> <p>CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.</p>	<p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcya)</p>
	<p>CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs.</p> <p>CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.K. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 3 Session 11-19 Informative Writing Lucy Calkins</p>	<p>Shared Writing: Make predictions. Extend the story using predictions.</p> <p>Writers Notebook: Shared dialogue, "How to" piece</p> <p>Young Authors-Write an informative piece</p> <p>Handwriting Without Tears</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>
<p>Feb. 13</p> <p>Feb. 22</p> <p>Feb. 27</p>	<p><u>CCSS.ELA-Literacy.RF.K.2.A Recognize and produce rhyming words.</u></p> <p>CCSS.ELA-Literacy.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.RF.K.3.C Read common high-frequency words by sight.</p> <p>CCSS.ELA-Literacy.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Benchmark Literacy Unit 8</p> <p>Phonics Ww, Ll, Jj</p> <p>Leveled Texts</p> <p>Reader's Theater</p> <p>Reading A to Z</p> <p>Read Alouds-</p> <p>Fry Word Lists</p> <p>Poetry Notebooks</p> <p>Songs</p> <p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcya)</p>
<ul style="list-style-type: none"> <li>• Determine Text Importance</li> <li>• Compare &amp; Contrast</li> </ul>		



	<p>CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Unit 4 Session 1-10 Opinion Writing Lucy Calkins</p>	<p>Shared Writing: write comparisons and contrasts. Use compare and contrast to create a class book.</p> <p>Writers Notebook: narrate personal experiences, digital tools: Read, Write, Think</p> <p>Handwriting Without Tears</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>
<p>March 6</p> <p>March 13</p> <p>March 21</p>	<p><u>CCSS.ELA-Literacy.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</u></p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Benchmark Literacy Unit 9</p> <p>Phonics Kk, Yy, Vv</p> <p>Leveled Texts</p> <p>Reader's Theater</p> <p>Reading A to Z</p> <p>Read Alouds-</p> <p>Fry Word Lists</p> <p>Poetry Notebooks</p> <p>Songs</p> <p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcya)</p>
<p>• Make Connections</p> <p>• Identify Cause &amp; Effect</p>	<p>CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p>CCSS.ELA-LITERACY.W.K. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 4 Session 11-19 Opinion Writing Lucy Calkins</p>	<p>Shared Writing: Use cause and effect to write a letter to the author of "Teddy on the Move."</p> <p>Writers Notebook: Write and illustrate information about trees</p> <p>Handwriting Without Tears</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>

March 27	<p>CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	Compare and Contrast Literature
	<p>CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I.</p> <p>CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.</p> <p>CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	Use graphic organizers to identify Story Elements
<p>April 10</p> <p>April 17</p> <p>April 24</p>	<p>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>CCSS.ELA-LITERACY.RL.K.7 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).</p> <p>CCSS.ELA-Literacy.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>CCSS.ELA-Literacy.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Benchmark Literacy Unit 10</p> <p>Phonics Qq, Xx, Zz</p> <p>Leveled Texts</p> <p>Reader's Theater</p> <p>Reading A to Z</p> <p>Read Alouds-</p> <p>Fry Word Lists</p> <p>Poetry Notebooks</p> <p>Songs</p> <p>Anchor Charts</p> <p>Alphabet Assessment</p> <p>Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcyA)</p>
<p>Make Inferences</p> <p>Draw Conclusion</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p><u>CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</u></p> <p><u>CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.</u></p> <p><u>CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u></p> <p>CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><u>CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</u></p> <p><u>CCSS.ELA-LITERACY.L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</u></p> <p>CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Shared Writing: Write a conclusion about the weather using a graphic organizer. Extend the story by drawing conclusions.</p> <p>Writers Notebook: list of questions about insects</p> <p>Informative Piece: with a partner, research and write an informative piece about insects</p> <p>Handwriting Without Tears</p> <p>Writing Rubric</p> <p>Lucy Calkins Reading Writing workshop</p>

May 1 May 9 May 15 May 22	<p>CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u></p>	<p>Author Study Reading A to Z Read Alouds- Fry Word Lists Poetry Notebooks Songs Anchor Charts Alphabet Assessment Classroom Technology (e.g. ActivBoard, iPad, Computers-starfall, compass learning, abcyA)</p>
	<p>CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>Writers Notebook: write a letter about events at school</b></p> <p><b>Handwriting Without Tears</b></p> <p><b>Writing Rubric</b> <b>Write about your favorite author or book.</b></p> <p><b>Lucy Calkins Reading Writing workshop</b></p>