

**Kindergarten / ELA / Trimester 1**

<b>Time Frame</b>	<b>Primary Reading Skills</b>	<b>Primary Writing Skill</b>	<b>Foundational Skill</b>	<b>Executive Functioning</b>	<b>Standards</b>
<p><b>September</b> Rdg: Launch Fiction  Wtg: Pre writing skills</p>	<p>Identify front cover, back cover, title page, author, &amp; illustrator</p> <p>Actively engage in group reading activities with purpose and understanding</p>	<p>Develop fine motor skills</p> <p>Participate in shared/ model writing</p>	<p>Print all upper and lowercase letters</p> <p>Demonstrate understanding of the organization and basic features of print. (HF Readers)</p>	<p>- Time to get <u>reacclimated to being in school</u></p> <p>- Teach online <u>programs- Google Classroom and Slides, RAZ Kids, Google Meet or Hangouts</u></p>	<p>RI.K.5 RL.K.10 W.K.7 RF.K.1a-d L.K.1a SL.K.1,2,6</p>
<p><b>October</b> Rdg: Fiction  Wtg: Launch Writing Workshop</p>	<p>Describe the relationship between illustrations and the story- What moment in a story an illustration depicts.</p> <p>Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Capitalize the first word in a sentence and the pronoun "I".</p>	<p>Tell a single event with a picture.</p> <p>Label picture with letters, words or sentences.</p> <p>Write a letter or letters for most common sounds. *Ideas*</p>	<p>Demonstrate understanding of spoken words and sounds.</p> <p>Recognize and produce rhyming words.</p>		<p>RL.K.6,7,10 L.K.2a,b L.K.5a-c W.K.3 L.K.2.c,d RF.K.2a,b</p>

	<p>Recognize and name punctuation.</p> <p>Sort common objects into categories.</p> <p>Relate verbs and adjectives to their opposites. (Antonyms)</p> <p>Identify real life connections between words and their use.</p> <p><b>*Monitor Comprehension*</b></p>				
<p><b>November</b></p> <p>Rdg: Fiction</p> <p>Wtg: Personal Narrative- Pretest: What do you like to do?</p>	<p>Retelling familiar stories include: key details, identify characters, setting, and major events</p> <p>Understand and use question words.</p> <p>Identify new meanings for familiar words.</p> <p><b>*Activate and Connect*</b></p>	<p>Tell a single event or several loosely linked events with a picture.</p> <p>Label picture with letters, words or sentences across multiple pages.</p> <p>Spell simple words phonetically.</p>	<p>Blend and segment onsets and rimes.</p>		<p>RL.K.2,3,10</p> <p>L.K.1.d</p> <p>L.K.4.a</p> <p>W.K.3</p> <p>L.K.2c, d</p> <p>RF.K.2.c</p>

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Reading Foundation Skills Checklist</li> <li>● Kindergarten Baseline Checklists</li> <li>● Observational Notes</li> </ul>	<ul style="list-style-type: none"> <li>● Common Assessments - Pre/Post Personal Narrative</li> <li>● Foundations Unit Tests</li> </ul>

Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● High Frequency Readers</li> <li>● Comprehension Toolkit</li> <li>● Lucy Caulkins</li> <li>● 6+1 Traits</li> <li>● Foundations</li> </ul>	<ul style="list-style-type: none"> <li>● Anchor Chart: How to maneuver the classroom and materials while social distancing</li> <li>● Google Classroom and Slides</li> <li>● Author Study: David Shannon, Eric Litwin, Doreen Cronin, Mercer Mayer</li> <li>● ABC, Back to School books, fall, Halloween, Thanksgiving, apples, pumpkins, bats, spiders, fire safety (nonfiction and fiction)</li> <li>● BookFlix</li> <li>● Hoopla</li> <li>● Tumble Books</li> <li>● RazKids</li> </ul>

Kindergarten / ELA / Trimester 2				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards
<p><b>December</b> Rdg: Fiction</p> <p>Wtg: Personal Narrative</p>	<p>Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Ask and answer questions about unknown words in a text.</p> <p>Recognize common types of texts. (storybooks, poems)</p>	<p>Tell events of a story in order; first, next, last.</p> <p>Capitalize the first word and “I”.</p> <p>Recognize and name end punctuation.</p> <p>Understand that words are separated by spaces.</p> <p>*Organization and Conventions*</p>	<p>Isolate and pronounce phonemes in CVC words.</p>	<p>RL.K.4,5,9 10 SL.K.1,2,6 RF.K.2d W.K.3 RF.K.3a, c RF.K.1c L.K.2a-d SL.K.4 SL.K.5</p>

<p><b>January</b> Rdg: Fiction Guided Reading</p> <p>Wtg: Personal Narrative- Post Test: What do you like to do?</p>	<p>Ask and answer questions about key details and or unknown words.</p> <p>Read emergent-reader texts with purpose and understanding (GR).</p>	<p>Tell who, where, when, what. Add reactions and details.</p> <p>Work with a partner.</p> <p>Give one reason why you do or do not like a book or given topic.</p> <p>Use frequently occurring nouns, verbs and adjectives.</p> <p>Form regular plurals.</p> <p>Use question words and frequently occurring prepositions.</p> <p>Produce and share complete sentences.</p> <p>Write a letter(s) for most consonant and short vowel sounds. *Sentence Fluency*</p>	<p>Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words (GR).</p>	<p>RL.K.1,10 SL.K.1,2,6 RF.K.2e RF.K.3a-d RF.K.4a,b W.K.1, 3 RF.K.3b L.K.1b-f SL.K1a SL.K.4 SL.K.5</p>
<p><b>February</b> Rdg: Fiction Guided Reading</p> <p>Wtg: 3rd Person Narrative</p>	<p>Revisit previously taught skills</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *Infer and Visualize*</p>	<p>Create a narrative with a character, setting, problem and solution.</p> <p>Work with a partner.</p> <p>Give one reason why you do or do not like a book or given topic.</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words (GR).</p>	<p>RL.K.1, 10 SL.K.1,2,6 RF.K.3a-d RF.K.4a,b L.K.6 W.K.1, 3, 5 RF.K.3b</p>

		Distinguish shades of meaning among verbs.		RF.K2d L.K.5d SL.K1a SL.K.3-5
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Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Skills Checklist</li> <li>● Running Records</li> <li>● Observational Notes</li> <li>● Response to Literature writing assignments (GR)</li> </ul>	<ul style="list-style-type: none"> <li>● Common Assessments - Pre/Post Personal Narrative</li> <li>● Foundations Unit Tests</li> <li>● Scott Foresman Benchmark Running Records</li> </ul>
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● High Frequency Readers</li> <li>● Comprehension Toolkit</li> <li>● Lucy Caulkins</li> <li>● 6+1 Traits</li> <li>● Foundations</li> </ul>	<ul style="list-style-type: none"> <li>● Anchor Chart: How to maneuver the classroom and materials while social distancing</li> <li>● Google Classroom and Slides</li> <li>● Author Study: Jan Brett. Kevin Henkes, Mo Willems</li> <li>● Various Gingerbread books, December holidays, winter, arctic animals, penguins, Groundhog Day, Valentine's Day, Presidents' Day (nonfiction and fiction)</li> <li>● Guided Reading Books</li> </ul>

- BookFlix
- Hoopla
- Tumble Books
- RazKids

Kindergarten / ELA / Trimester 3				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards
<b>March</b> Rdg: Non Fiction Guided reading  Wtg: Persuasive	Identify the front cover, back cover, and title page of a book.  Ask and Answer questions about unknown words in a text.  Identify the main topic and retell key details.	State what you want and persuade with 3 reasons why (letter format).  Work with a partner.  Give one reason why you do or do not like a book or given topic.  *Voice*	Using affixes and inflections  Know and apply grade-level phonics and word analysis skills in decoding words (GR).	R.I.K.2,4,5,10 SL.K.1,2,6 RF.K.3a-d RF.K.4a,b W.K.1, 5 RF.K2d L.K.4b SL.K1a

	*Determine Importance*	*Word Choice*		SL.K.3-5
<p><b>April</b> Rdg: Non Fiction Guided Reading</p> <p>Wtg: Informational</p>	<p>Name author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Identify the reason an author gives to support points in a text.</p> <p>Ask and answer key details in a text.</p>	<p>Name a topic.</p> <p>Recall and write facts about the topic.</p> <p>Work with a partner.</p> <p>Gather information from a source.</p> <p>Add diagrams. *Organization*</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words (GR).</p> <p><b>Demonstrate understanding of syllables</b></p>	<p>RI.K.1,6,8,10 SL.K.1,2,6 RF.K.3a-d RF.K.4a,b W.K.2, 5, 6, 7, 8 RF.K2d L.K.1a-f SL.K1a SL.K.3-5</p>
<p><b>May</b> Rdg: Non Fiction Guided Reading</p> <p>Wtg: Informational</p>	<p>Describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>Identify basic similarities in and differences between the two texts on the same topic.</p> <p>Describe the relationship between illustrations and the text in which they appear.</p>	<p>Name a topic.</p> <p>Recall and write facts about the topic.</p> <p>Work with a partner.</p> <p>Gather information from a source.</p> <p>Add diagrams. *review all traits*</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words (GR).</p>	<p>RI.K.3,7,9,10 SL.K.1,2,6 RF.K.3a-d RF.K.4a,b W.K.2,6,7 SL.K1a SL.K.3-5</p>
<p><b>June</b> Rdg: poetry</p> <p>Wtg:</p>	<p>Distinguish between poems and other types of texts</p>			<p>RL.K.5,10 SL.K.1,2,6 RF.K.3a-d</p>

Celebration				RF.K.4a,b
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Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● Comprehension Toolkit</li> <li>● Lucy Caulkins</li> <li>● 6+1 Traits</li> <li>● Foundations</li> </ul>	<ul style="list-style-type: none"> <li>● Anchor Chart: How to maneuver the classroom and materials while social distancing</li> <li>● Google Classroom and Slides</li> <li>● Author Study: Dr. Seuss, Leo Lionni, Robert Munch, Eric Carle, Jack Prelusky</li> <li>● St. Patrick's Day, Easter, spring, summer, Mother's Day, Father's Day, rain, birds, kites, rainbows, butterflies, insects, zoo animals (fiction and nonfiction)</li> <li>● Guided reading Books</li> <li>● BookFlix</li> <li>● Hoopla</li> <li>● Tumble Books</li> <li>● RazKids</li> </ul>



