

Deer Valley Unified School District

Language Arts Curriculum



Kindergarten

Revised
Summer, 2009

Expectations:

1.) All DVUSD teachers are expected to fully implement the adopted core reading program with fidelity.

2.) DVUSD Administrators are expected to create a schedule allowing for a minimum of 90 minutes of uninterrupted time dedicated to K – 3 direct, explicit, reading instruction.

Interruptions are defined as anything that disrupts instruction. Examples of interruptions include morning announcements, recesses, special classes, assemblies, lunch, scheduled fire drills, etc.

3.) In accordance with AZ READS (ARS 15-704), students are assessed with the DIBELS benchmark assessments a minimum of three times each year. These assessments are intended to identify students who are not making adequate progress towards reading proficiency. Students found to be below benchmark levels should be assessed with additional diagnostic measures.

4.) In between benchmark assessment periods, DVUSD teachers are expected to administer formative assessments for the purpose of determining student instructional needs. Summative assessments are used to determine continuous progress and mastery of concepts.

5.) DVUSD K- 3 teachers are expected to utilize small, flexible groups in order to meet the instructional needs of all learners. Flexible groups are defined as temporary groups formed to address specific, instructional objectives. Groups meet for 10- 20 minutes several times per week for as little as one week or as long as one month. These groups are not permanent.

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
Print Concepts	Rdng Strand 1: Reading Process Concept 1: Print Concepts	PO 1. Recognize that print represents spoken language and conveys meaning.	
		PO 2. Hold a book right side up and turn pages in the correct direction.	
		PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	
		PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	
		PO 5. Distinguish between printed letters and words.	
		PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.	
		PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.	
Phonological Awareness	Rdng Strand 1: Reading Process Concept 1: Print Concepts	PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.	
	Rdng Strand 1: Reading Process Concept 2: Phonemic Awareness	PO 1. Distinguish spoken rhyming words from non-rhyming words.	
		PO 2. Orally produce rhyming words in response to spoken words.	
		PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).	
		PO 4. Blend two or three spoken syllables to say words.	
		PO 5. Blend spoken simple onsets and rimes to form real words.	
Phonemic Awareness	Rdng Strand 1: Reading Process Concept 2: Phonemic Awareness	PO 6. Blend spoken phonemes to form a single syllable word.	
		PO 7. Identify the initial and final <u>sounds</u> of a spoken word.	ISF
		PO. 8 Segment one-syllable words into phonemes, using manipulatives to mark each phoneme.	PSF

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
Letter-Naming	Rdng Strand 1: Reading Process Concept 3: Phonics	PO 1. Identify letters of the alphabet (upper and lower case).	LNF
Word-recognition	Rdng Strand 1: Reading Process Concept 3: Phonics	PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.	
		PO 3. Say letter sounds represented by single-lettered consonants and vowels.	NWF
Word Study	Rdng Strand 1: Reading Process Concept 4: Vocabulary	PO 1. Determine what words mean from how they are used in a sentence, heard or read.	
		PO 2. Sort familiar words into basic categories.	
		PO 3. Describe familiar objects and events in both general and specific language.	WUF
Comprehension	Rdng Strand 1: Reading Process Concept 6: Comprehension Strategies	PO 1. Make predictions based on title, cover, illustrations, and text.	
		PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	
	Rdng Strand 2: Comprehending Literary Text Concept 1: Elements of Literature	PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	
		PO 2. Identify elements of a story, including characters, setting and key events.	
		PO 3. Retell or re-enact a story, placing the events in the correct sequence.	
		PO 4. Determine whether a literary selection, that is heard is realistic or fantasy.	

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
Comprehension (continued)	Rdng Strand 3: Comprehending Informational Text Concept 1: Expository Text	PO 1. Identify the purpose for reading expository text.	
		PO 2. Restate the facts from listening to expository text.	
		PO 3. Respond appropriately to questions based on facts in expository text, heard or read.	
	Rdng Strand 3: Comprehending Informational Text Concept 2: Functional Text	PO 1. Sequentially follow a two or three-step set of directions using picture clues (e.g., recipes, center directions, classroom procedures, science experiments).	
		PO 2. Identify signs, symbols, labels, and captions in the environment.	

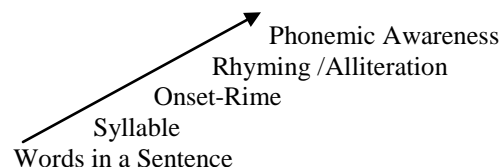
CONCEPT MAP Kindergarten

Key Concepts:

Phonological awareness differs from phonics in that phonological awareness deals with speech sounds only. Phonics deals with the connection between speech sounds and the printed letters which are used to represent those speech sounds.

Phonological awareness is not synonymous with phonemic awareness in that phonemic awareness is a subset (or specific component) of phonological awareness.

Continuum of Phonological Awareness Skills



Game: Which one does not belong? Give three CVC words, e.g., but, mat, cat. “Two of these words rhyme, one does not rhyme. Can you tell me which one does not rhyme with the others?”

Games: Play this jumping or clapping game involving the use of alliterations. “A my name is Adam, my friend’s name is Abby, we live in Alaska, and we like to eat Apples. B my name is Becky, my friend’s name is Ben, we live on a Boat, and we like to play with Bugs.” Students can play this while jumping rope or while sitting in a circle clapping each syllable as students take turns with various letters of the alphabet.

Phonological Awareness

Phonological awareness is the first component that supports the development of reading skills. It is the ability to hear and work with the spoken language.

Phonological Awareness Activities

- Identifying and making oral rhymes.
- Identifying and working with syllables in spoken words.
- Identifying and working with onsets and rimes in spoken syllables.
- Identifying and working with individual phonemes in spoken words.

Supplement the Core Reading Program with additional Phonological Awareness Activities and Games

Songs: “Down by the Bay”, “A-hunting We Will Go”, “I Know an Old Lady Who Swallowed a Fly.”

After the students are familiar with the songs, encourage them to come up with verse additions / extensions.

Word Play: Willaby Wallaby

In this game, the teacher sings and uses the students' names to complete the rhyme.

Willaby Wallaby Wusan,
An elephant sat on Susan
Willaby Wallaby Wark
An elephant sat on Mark

As students catch on to the rhyming pattern, they can generate the rhyme using other names.

Key Vocabulary:

‘Phon’ or ‘Phono’ – Greek combining form meaning sound

Alliteration – the repetition of initial sounds in neighboring words.
Ex: a dime a dozen

Onset - the part of the syllable that precedes the vowel of the syllable.
Ex: s – ash , spl – ash

Rime is – the part of the syllable which consists of its vowel and any consonants that come after it.
Ex: s – ash , spl – ash .

Syllable – a unit of sound. It is made up of at least a vowel sound.
Ex: o-pen
One or more consonant sounds may precede or follow the vowel sound.
Ex: o-pen

Read, Read, Read!!!!!!:

Read aloud stories and books with rhyming words.

One potato, two potato, three potato, four: 165 chants for children. by M.L. Colgin

I’m Gonna Tell Mama I Want an Iguana. by T. Johnston

Higglety, Pigglety, Pop, by J. Weissman

Chicka chicka boom boom. by B. Martin & J. Archanbault

Butterscotch Dreams, by Sonja Dunn.

CONCEPT MAP

Kindergarten

Key Concepts:

Continuum of Phonological Awareness Skills

Phonemic Awareness
Rhyming /Alliteration
Onset-Rime
Syllable
Words in a Sentence

Phonemic awareness is not synonymous with phonological awareness in that phonemic awareness is a subset (or specific component) of phonological awareness.

Speech is made up of speech sounds or phonemes.

There are 8 types of phonemic awareness

- Isolation -Identity -Categorization
- Blending -Segmenting -Deletion
- Addition -Substitution

Phonemic awareness is the most potent predictor of a child's success in learning to read. (Adams, 1990 Stanovich, 1994)

Phonemic Awareness

Phonemic awareness is the ability to notice, think about, and word with the individual sounds in spoken words.

Phonemic Awareness Activities

- Phonemic awareness activities should take no more than 5 to 15 minutes per day.
- Use Elkonin boxes and markers to teach segmenting and blending of phonemes.
- Provide mirrors to see how the mouth, tongue and teeth produce specific phonemes.

Supplement the Core Reading Program with additional Phonemic Awareness Activities and Games

Key Vocabulary:

'Phon' or 'Phono' – Greek combining form meaning sound

Phonemes – The smallest part of spoken language that makes a difference in the meaning of words. Graphemes are the letter symbols used to represent phonemes.

Elkonin boxes – An instructional method used to build phonemic awareness by segmenting words into phonemes.

Virgules – the punctuation marks that surround letters and indicate that the sound rather than the name of the letter is being referenced. Example: /m/ is pronounced as mmm rather than 'em' as in the letter M.

Descriptors of the 8 Types of Phonemic Awareness

Isolation: Children recognize individual sounds in a word

Identity: Children recognize the same sound in different words

Categorization: Recognize the word in a set that has the odd sound

Blending: Listen to a sequence of separately spoken phonemes, combine the phonemes to form a word

Segmenting: Break a word into separate sounds.

Deletion: Recognize the word that remains when a phoneme is removed.

Addition: Make a new word by adding a phoneme to an existing word.

Substitution: Substitute one phoneme for another to make a new word.

What is the first sound in 'van'? The first sound in van is /v/.

What sound is the same in 'fix', 'fall' and 'fun'? /f/ is the same

Which word doesn't belong? 'bus, bun, rig' Rig doesn't belong.

What word is /b/ /i/ /g/? /b/ /i/ /g/ is big.

How many sounds are in 'lock'? /l/ /o/ /k/ , 3 sounds

What is 'smile' without the /s/? Mile.

What word do you have if you add /s/ to the beginning of 'park'? Spark

The word is bug. Change the /g/ to /n/. What is the new word? Bun

Say it slow, Say it fast:

The teacher says a word one phoneme at a time slowly, /p/ /ar/ /k/. The students say it fast 'park'.

Websites with Phonemic Awareness Games:

<http://www.aability.com/pagames.htm>

<http://www.auburn.edu/~mur raba/gestures.html>

<http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>

Song: To the tune of Old MacDonald Had a Farm.

"What's the sound that starts these words – turtle, time and teeth? /t/ is the sound that starts these words – turtle, time, and teeth. With a /t/ /t/ here and a /t/ /t/ there , here a /t/ there a /t/ everywhere a /t/ /t/ , /t/ is the sound that starts these words – turtle, time and teeth.

Additional verses: isolate sounds in the middle of words. For example: What's the sound in the middle of these words - beet and meal and read?

Additional verses: isolate sounds at the end of words. For example: What's the sound at the end of these words – bed and seed and mad?

CONCEPT MAP

Kindergarten

Key Concepts:

Examples of early print concepts include:

- Understanding the difference between letters and words.
- Holding a book right side up.
- Turning pages in the correct direction.
- Tracking from left to right.
- Moving from the top of the page to the bottom of the page, using return sweep.
- Understanding that print tells the story, not the pictures.
- Development of voice-print match.
- Recognition of upper and lower case letters
- Responding to punctuation.

Build Print Concepts for 7-10 Minutes per day.

Book Orientation	Weeks 1-5
Print Not Picture	Weeks 1-5
Directionality	Weeks 2-10
Voice Print Matching	Weeks 5-15
Concepts of Letter	Weeks 10-20
Ordinal Concepts	Weeks 15-17
Punctuation	Weeks 17-20

Strategies to Use During Shared Reading Time:

During shared reading, the teacher can point out concepts of books (i.e., front cover, author and illustrator, top and bottom of page, etc.).

Finger pointing at text during shared reading reinforces the concept of word and word boundaries as well as directionality.

Examples of Assessing Print Concepts:

- Hand a book to the student in a vertical position, spine towards child. Say, "*Show me the front of this book*".
- Open the book to the first page of the story. Choose a book that has a picture as well as text on the first page of the story. Say, "*I will read this book to you. Show me where to read.*"
- Ask the child to turn to the second page of the book. Say, "*Point to where I start reading.*"
- Say, "*Point to the words as I read.*"

Print Concepts

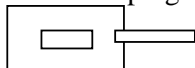
Print concepts help children understand how our language looks in print form.

Print Concept Activities

- Provide a wide variety of print materials!
- Label items in the classroom (e.g., table, door, window).
- Provide picture clues as well as print directions at centers.
- Provide special pointers for pointing at the words while reading (e.g., an unsharpened pencil with a fancy eraser for small print or a fly swatter for larger print).

Supplement the Core Reading Program with Additional Print Concept Activities and Games

Word Frames: Construct word frames from card stock or cardboard. The space in the center frames the printed word helping to develop the concept of 'word'.



Highlighting Tape: Place different colors of tape over each word in the text to draw attention to words rather than individual letters.

Key Vocabulary:

Return sweep – When the reader reaches the end of a line of print, their eyes move to the left end of the next line of print in one sweeping, fluid movement.

Tracking - We read and write English from left-to-right. This left-to-right horizontal arrangement of print is an essential component of the written English language. Proper directional tracking is looking at and processing all the letters in order from left-to-right.

Voice-print match - The student can match voice to print (or word). They can focus on word after word in order. They can point to each word read, as opposed to flowing their finger under a sentence or set of words without necessarily matching what is said to where the finger is positioned.

Directional Tracking and One-to-one Correspondence The most effective tool for teaching directional tracking & one-to-one correspondence is use of a finger to physically track or point under the sounds of the words you are reading. The importance of the physical movement (kinetic process) in tracking can not be emphasized enough. Have the child use their 'reading finger' in the learning stage. Not only does this motion help engrain left-to-right processing but pointing at sounds also helps the child focus on and correctly process individual sounds within the word. It improves attention to detail as well as proper left-to-right tracking.

CONCEPT MAP Kindergarten

Key Concepts:

Letter naming skills are highly correlated to letter writing skills as well as number naming and number writing skills.

The names of letters and the sounds of letters are two discrete skills. It is important to be very clear when you are asking students to identify the name of the letter and when you are asking students to identify the sound the letter makes.

The names of letters do not need to be introduced in ABC order.

FYI: Early printers kept Capital letters in the upper half of a case. Smaller letters were in the lower half of the case.

Children who can recognize and name letters quickly, automatically, and accurately are more successful with decoding skills and also with storing sight words in their memory.

Alphabet Arcs:

<http://www.alphabetmats.com/activities.html>

The activities described on this website involve the use of alphabet mats and either upper or lowercase plastic or foam letters.

Guess My Letter:

- 1.) Arrange the alphabet cards where all children can see them. Display either all upper or all lower case letters.
- 2.) Tell children you are going to think of a letter for them to guess. Explain that you are only going to write part of an upper or lower case letter and that they will need to try to figure out which letters have that kind of shape or part.
- 3.) Make a part of a circle or curve, straight vertical or horizontal line, a slanted line, etc. Pause and ask for students' predictions as to which letter you are making. Write students' predictions beside your shape, drawing their attention to the part of the letters they predicted which do contain the shape that you drew.
- 4.) Continue to add more to your shape and elicit students' predictions until the whole letter is drawn. As you add more lines or curves to your letter, ask students if you need to eliminate (or cross out) any of their predictions.

Letter Recognition and Naming

Letter naming is the ability to associate letters with the names of each letter. This requires the ability to discriminate visual similarities and differences in letters

Letter Naming Activities

- The letters in a child's name are usually recognized first. Use name tags for many purposes: attendance, table seating, floor seating, cubby labels, center assignments.
- Letter naming should not be done in isolation. Letter naming can be combined with phonics activities and writing activities.

Supplement the Core Reading Program with Additional Letter Recognition and Letter Naming Activities and Games

Name Scramble: Give each child a card with her/his name printed on it and have students cut their name cards up into smaller cards, each one with a letter of their name on it. Ask students to scramble the letters on their desks and then put them back in order to spell their name. (Demonstrate this first.) Have students trade cards and see if they can unscramble a different name. Refer students to the attendance chart, or other chart with class names on it, if they need help. They could also ask the person whose name they have for one clue to get them started.

Key Vocabulary:

Use academic language when teaching the formation of letters:

Curve – when referring to partial circles. For example: B, C, S, and e, p.

Vertical Straight Line – For example: H, I, T and b, d, h.

Horizontal Straight Line – For example: E, T, F and f, t, z.

Diagonal Straight Line – For example: A, K, M and v, x, y.

Circle – For example: O, Q and o.

Alphabet – The series of letters that form our written language.

Letter – A character of the alphabet that is used to represent the sounds of speech.

Use the academic language *uppercase*, *lowercase*, *capital* rather than big /little

Learning Center - Alphabet Activities:

<http://www.picadome.fcps.net/lab/currl/Kindergarten/la.htm#Beginning%20Letter%20Recognition>

Engaging computer games for individuals or pairs of students to play that address beginning letter recognition, letter matching, upper and lower case matching, same and different activities.

http://www.hubbardscupboard.org/abc_centers.html

Center ideas for letter naming and letter recognition – does not require student access to computers.

CONCEPT MAP Kindergarten

Key Concepts:

A child's own name is frequently the first sight word that the child will learn.

Phonics instruction is not an entire reading program. Phonics is one component of a core reading program.

Systematic and explicit phonics instruction is more effective than non-systematic instruction. Systematic and explicit instruction refers to learning letter-sound relationships in a predetermined sequence as opposed to random or incidental instruction.

Children who understand the relationship between graphemes (letters of written language) and phonemes (individual sounds of spoken language) are usually proficient readers and spellers.

80% of English words can be decoded by applying basic phonics rules.

Word Recognition

Word Recognition - Decode words, using knowledge of letter sound relationships, phonics, syllabication, and word parts. Recognize high-frequency words and sight words.

Phonics Activities:

- Provide opportunities to connect letters and sounds through all of the senses.
- Provide opportunities to hear and see sounds represented by letters in both initial and final positions. (/t/ tap, sit)
- Use the morning message as a tool for review of phonetic elements.

Supplement the Core Reading Program with Additional Word Recognition Activities and Games

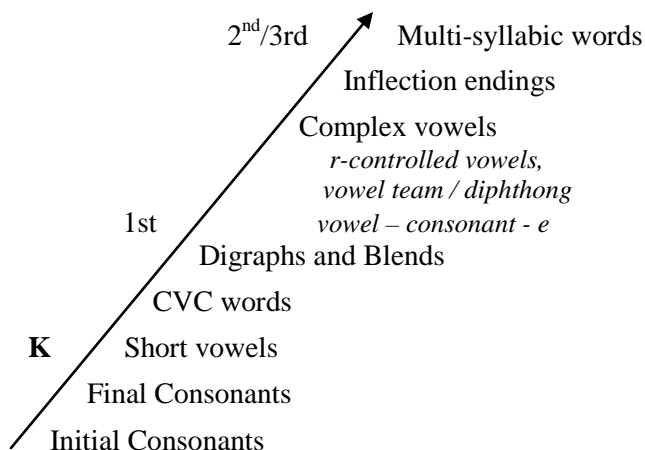
Key Vocabulary:

Sight Words – any word that is known by a reader automatically. Sight words are pronounced without decoding the word's spelling. The term *sight word* also refers to common words where one or more phonemes in the word has a unique spelling that cannot be sounded out using common phonics.

High Frequency Words – Dr. Edward W Dolch developed a list of the 220 most frequently used words in children's literature. Later Dr. Edward Fry expanded on Dolch's research and published a list of 1000 high frequency words. The words on the Dolch and Fry lists are sometimes referred to as sight words even though many are very regular and decodable.

Heart Words – Words that are recognized as a high-frequency word and/or a sight word and expected to be memorized or learned by heart.

Phonics Continuum:



Heart Words: See Appendix A for a list of words Kindergarten students are expected to know. Appendix B lists additional words that students need to know but are optional at the Kindergarten level.

Phonics: See Appendix C for sequence of Phonics skills for Kindergarten.

Word Building: Use magnetic letters, foam letters or letters on card stock or post-it notes to build and blend words. Create chains of words. Map → mop → top → tip

Multi-Sensory Instruction: Provide opportunities to practice sound-letter relationships through all of the senses. -See the letter, hear the sound, say the sound, draw the letter in the air using large kinesthetic movements, draw the letter in sand using smaller movements. Draw pictures of objects that begin with or contain the sound.

Word Sorts: Give two students a container of words with two different letters in initial and final positions. Ask the students to sort the words into different sets.

CONCEPT MAP

Kindergarten

Key Concepts:

A child's speaking vocabulary is primarily influenced by the quality of the oral language that surrounds them.

Understanding word meanings is highly correlated to both listening and print comprehension.

There is a high correlation between the amount of time a student spends reading, or being read to, and word knowledge.

Indirect, implicit vocabulary acquisition occurs when students engage in extensive oral interactions with adults and when they read or are read to.

Direct, explicit vocabulary acquisition occurs when students are pre-taught words that they will encounter in a unit of study or a passage and the students have multiple opportunities to hear, say, and see the vocabulary words.

Word Study - Vocabulary

Word Study is the study of vocabulary and word meaning through exposure to and the study of: word patterns, word parts, word histories, and semantics.

Word Study - Vocabulary Activities:

- Talking. Conversations. Dialogue. Discussions. Sharing!
- Concept sorts, picture sorts, pattern sorts, word sorts, semantic sorts, grammatic sorts
- Word study notebooks
- Word games, word puzzles, and word board games
- Read, Read, Read, Read, Read, Read, Read, Read, Read

Supplement the Core Reading Program with Additional Word Study and Vocabulary Activities and Games

Key Vocabulary:

Academic Language refers to the vocabulary used in school or more formal settings as opposed to Social or Informal language of playgrounds and home environments. A student's knowledge of academic language will come primarily from teachers and school personnel.

Tier I Words are the most basic words. These do not typically require instruction (e.g., car, water, candy). **Tier II Words** are used often and help readers understand a passage (e.g., respond). Tier II words also include multiple meaning words (e.g., trunk). **Tier III Words** are infrequently used and are usually associated with specific fields of study (rarely encountered in the primary grades).

Semantics refers to the subtle nuances of word meaning in language.

Dramatic Play or Role Playing Opportunities:

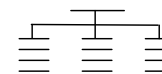
Allowing time for dramatic play is a valuable opportunity for increasing student oral vocabulary. Simple props and costumes will trigger concept related vocabulary. For example: after hearing a story about a service dog or perhaps having a visitor with a service dog students might use stuffed animals and a leash to engage in play activities using related vocabulary.

Tell Me More: Encourage students to elaborate in their communication. If the student is drawing a picture encourage adding details that provide more information about the setting or the characters. If the student is dictating a story, ask for descriptive words and examples or details pertinent to the story. Carefully phrase verbal requests for information to encourage language. (e.g., "Tell me more about going down the waterpark slide.")

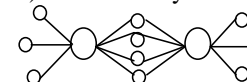
Brainstorming: Prepare a Thinking Map Circle Map on a large sheet of chart tablet paper. Write a concept in the center (e.g., animals). Ask the students to brainstorm any animals they can think of and write them in the circle.



Categorizing: Prepare a Thinking Map Tree Map on a 2nd large sheet of chart tablet paper. Ask students to think of categories into which the animals could be grouped (e.g., pets, zoo animals, farm animals).



Comparing and Contrasting: Prepare a Thinking Map Double Bubble Map on a 3rd sheet of chart tablet. Label one side with one of the categories (e.g., pets) and the other with a second category (e.g., farm animals). Discuss ways the animals are alike and different.



CONCEPT MAP

Kindergarten

Key Concepts:

Listening comprehension refers to children's understanding of stories and other texts that are read aloud to them.

Helping children learn to comprehend text that is read aloud lays the foundation for children to later be able to understand and remember what they read as well as communicate with others about what they read.

Comprehension strategies are conscious plans or steps that readers use to better understand text. Some strategies that can be introduced in kindergarten include:

- Summarize content
- Recognize story structure
- Use Thinking Maps
- Answer and generate questions

Students with limited vocabularies can rapidly build rich academic vocabulary through exposure to expository text.

Comprehension

Comprehension – getting meaning from text is the goal of reading. Listening comprehension is an important precursor to comprehension of print text.

Comprehension Activities:

- When you read aloud, encourage children to:
 - Make predictions.
 - Answer questions about the book's content.
 - Read and talk along.
 - Share their own interests related to the content.
 - Ask questions of you and their peers.
 - Reenact or retell the story.

Supplement the Core Reading Program with Additional Comprehension Activities and Games

Key Vocabulary:

Narratives tell a story using a familiar story structure that includes a beginning, middle and end. The majority of text kindergarteners have been exposed to is narrative.

Expository (or informational) text tells about one or more topics in different and varied ways.

Story elements include: setting, characters, a plot, a problem and a resolution.

Background knowledge is the knowledge and experience that students bring to the classroom. Teachers must build background knowledge by providing exposure to rich and varied opportunities. Background knowledge and familiarity with related vocabulary increase a student's level of comprehension.

Monitoring Understanding:

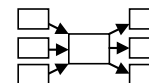
By thinking aloud, you can model what good readers do to help monitor their understanding of what they are reading. Occasionally stop reading and tell the children what you are thinking. Demonstrate how you picture in your mind what is happening in the story or book. Point out when and why you stop and reread certain parts to make sure that you understand it. Stop and summarize what has happened occasionally – explaining that doing this helps you to understand what is happening. Make predictions regularly – checking to confirm your prediction.

Story Elements: Ask students to respond to stories that you have read aloud by drawing pictures about what they heard. As you observe their work, prompt them to add to their drawings by including details related to the characters and setting. "Did the story take place inside or outside? How can you show that?" "How was the character feeling?" "What else?"

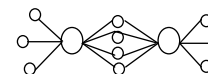
Thinking Maps:

Use appropriate Thinking Maps to show the structure of stories.

For example: A multi-flow map would be an appropriate map to use while reading *If You Give a Mouse a Cookie*,



A Double-Bubble map would be appropriate to use to compare and contrast *The Three Little Wolves and the Big Bad Pig* and *The Three Little Pigs and the Big Bad Wolf*



A Flow Map would be appropriate to use to map the plot of *Listen to the Wind*.



Instructional Focus	Standard and Related Concept	Performance Objectives
Writing Process	Strand 1: Writing Process Concept 1: Prewriting	PO 1. Generate ideas through class discussion.
		PO 2. Draw a picture about ideas generated through class discussion.
	Strand 1: Writing Process Concept 2: Drafting	PO 1. Communicate by drawing, telling, or writing for a purpose.
		PO 2. Create a group draft, scripted by the teacher.
	Strand 1: Writing Process Concept 3: Revision	PO 1. Reread original draft scripted by teacher or individual.
		PO 2. Add additional details with prompting.
	Strand 1: Writing Process Concept 4: Editing	PO 1. Review the draft for errors in conventions, with prompting.
6-Traits	Strand 2: Writing Elements Concept 1: Ideas and Content	PO 1. Use pictures that convey meaning.
		PO 2. Use pictures with imitative text, letters, or recognizable words to convey meaning.
		PO 3. Use labels, captions, or picture descriptors to expand meaning.
	Strand 2: Writing Elements Concept 2: Organization	PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).
		PO 2. Consistently write left to right and top to bottom.
		PO 3. Space appropriately between words with some degree of accuracy.
	Strand 2: Writing Elements Concept 3: Voice	PO 1. Create pictures or text with distinctive personal style and originality.

Instructional Focus	Standard and Related Concept	Performance Objectives
6-Traits (continued)	Strand 2: Writing Elements Concept 4: Word Choice	PO 1. Select labels, captions, or descriptors to enhance pictures.
		PO 2. Use words, labels, or short phrases that clearly go with picture text.
	Strand 2: Writing Elements Concept 5: Sentence Fluency	PO 1. Attempt simple sentences.
	Strand 2: Writing Elements Concept 6: Conventions	PO 1. Write the 26 letters of the alphabet in upper and lower case.
		PO 2. Distinguish between upper and lower case letters.
		PO 3. Use capital letters to begin 'important' words.
		PO 4. Use spaces between words.
		PO 5. Write left to right and top to bottom.
		PO 6. Use punctuation in writing.
		PO 7. Use knowledge of letter-sound relationship to spell simple words with some consonants and few vowels.
		PO 8. Use resources (e.g., environmental print, word wall) to spell correctly).
		PO 9. Write own name on personal work.
Genres	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Create narratives by drawing, dictating, and/or emergent writing.
		PO 2. Participate in writing simple poetry, rhymes, songs, or chants.
	Strand 3: Writing Applications Concept 2: Expository	PO 1. Participate in creating expository texts through drawing or writing (e.g., labels, lists, observations, journals, summaries).
	Strand 3: Writing Applications Concept 3: Functional	PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
		PO 2. Participate in writing communications, with teacher as scribe including friendly letters and thank-you notes.

Instructional Focus	Standard and Related Concept	Performance Objectives
Genres (continued)	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Participate in a group discussion, based on a literature selection, that identifies the character(s), setting, and sequence of events.
		PO 2. Participate in a group discussion in response to a given piece of literature that connects a.) text to self (personal connection), b.) text to world (social connection), and c.) text to text (compare with multiple texts).
	Strand 3: Writing Applications Concept 6: Research	PO 1. Participate in creating a simple class report where the teacher is the scribe.

CONCEPT MAP Kindergarten

Key Concepts:

Composing in Kindergarten ranges from early scribbles to sentences constructed with both standard & inventive spellings.

Writing Process is the process involved in producing a polished piece of writing. The writing process comprises several overlapping stages, each of which focuses on specific tasks. The stages of the Writing Process include: Pre-writing, Drafting, Revision, Editing, Publishing.

Six traits refers to the framework and common language we use to refer to the characteristics of writing. The six traits are: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Spelling is a component of the trait of conventions. However, direct spelling instruction should be linked between reading and writing instruction.

Focused Journal Writing:

During this time, teachers model 'writing'. This may be drawing a focused picture which depicts an event with detailed character(s) and a setting. Separate from the drawing should be writing that tells about the drawing. This same focused writing can be used to model various genres of writing.

Literacy Props in Centers: Provide for writing opportunities in centers. Place writing materials in the center to encourage students to engage in writing behaviors. Examples: order pads in a store or restaurant center, construction paper and markers for making signs in a construction center, blank paper and pencils for recording info at the science center.

Writing

Writing is one of two communication skills that provide evidence of thinking. We know what and how a student is thinking by 1.) talking to them and 2.) reading what they have written.

Writing Activities:

- Model writing through all stages.
- Connect spelling to phonics.
- Encourage students to draw pictures before writing.
- In addition to daily, direct writing instruction, provide opportunities to write in authentic situations across content areas.

Supplement the Core Reading Program with Additional Writing Activities and Games

Key Vocabulary:

Shared writing is sometimes referred to as interactive writing. Each child in the class or small group has the opportunity to contribute to the composition of the piece through suggestions as well as actual use of the writing instrument in production of the letters, words, and sentences.

Independent writing is when the child composes and writes independently — with the teacher there to help, teach, encourage, and edit as needed.



Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

A Mini- Lesson is usually a 5-10 minutes whole class activity that is focused on a specific discrete skill.

Writing Centers:

Students should have the opportunity to engage in self-selected writing opportunities several times each week at a writing center. Once a focused writing topic has been completed it becomes an option at the writing center.

Progression of Writing Development:

Pictures	 (This is my house.)
Scribble	 (This is my house.)
Random Letters	A C m A o d A A (This is my house.)
Random and Initial Consonants	I V A D A A O (I have a dog.)
Initial Consonants	I L M B (I like my bike.)
Initial and Final Consonants	I l k m i B k (I like my bike.)
Vowel Sounds Appear	I l i k t o p l a w i t h m y c a t. (I like to play with my cat.)
All Syllables Represented	M y f a v o r i t d i n o s o r i s t h e s t e g o s o r u s.
Multiple Related Sentences and Many Words with Correct Spelling	T o d a y I a m g o i n g t h e s t o r w i t h m y m o t h r. I a m g o i n g t o b y a p r e s e n t f o r m y b r o t h r s b i r t h d a y. H e i s t h r e y e a r s o l d.

Heart Words

Kindergarten

a
my
the
I
like
go
we
on
to
you
have
do
what
no
see
look
come
for
me
one
little
are
here

down
got
up
and
in
oh
yes
make
they
walk
help
now
play
too
want
of
so
don't
that
where
buy
very
was
her
said

with
every
day
put
friend(s)
new
she
use
could
people
he
says
your
give(s)
when
night
out
from
eat
or
grow(s)
two
gone
try
time

need
saw
be
our
right
good
Mr.
some
their
many
how
away
funny
hide
food
air
(a)round
live
animal(s)
soon
fly
turns
sometimes
take
there

1st Grade

city
house
family
work
book(s)
read
about
by
writing
grew
way
these
found
find
follow
full
were
four
together
talk
each
other
school
place
great

who
would
kind
door
made
also
know
moved
only
room
should
those
write
over
town
world
above
different
old
water
year(s)
because
most
picture
why

young
always
does
even
pretty
say
sound
any
took
again
blue
high
love
open(ed)
another
change
nothing
thought
cold
sure
both
boy
head
read

Heart Words

2nd Grade

big	alone	after	between	answer	cow	bone	kittens	cook(s)	able
brown	home	early	enough	bark	hen	box	miss	duck	bike
eat	right	hot	fill	page	mean	draw	shop	lion	board
no	river	pretty	idea	paper	start(ed)	pictures	steps	men	follow
people	think	someone	number	tall	wife	whose	surprise	oil	seat
get	ball	before	bag	coming	fire	dinner	church	beautiful	hole
line	children	blue	call	dark	rock	important	dad	boat	lived
more	each	ever	country	front	tell	nothing	pat	city	night
stop	girl	jump	rain	lake	train	seem	sister(s)	high	story
together	name	room	sleep	past	wait	stay	window(s)	morning	young
about	black	bit	air	drink	feed	isn't	birthday	America	above
boy	grow	cake	different	hat	letter	maybe	buy	leg	carry
fall	last	open	food	hid	lost	near	dance	mountain	group
few	man	smell	light	hill	sea	park	hold	state	hungry
same	mouse	thank	water	road	won't	sign	ride	tires	mile

3rd Grade

bring	eight	long	pick	ten
carry	far	much	seven	today
clean	if	myself	shall	warm
cut	keep	never	six	
done	laugh	own	small	

Heart Words – Optional

Kindergarten

and	all	there
away	am	they
big	at	this
blue	ate	too
can	be	under
down	but	want
find	came	was
funny	did	well
help	four	went
her(s)	good	white
in	has	who
is	he	will
it	into	with
jump	must	yes
love	new	
make	now	
not	our	
play	out	
red	ran	
run	saw	
said	say	
three	she	
two	so	
up	soon	
yellow	that	

1st Grade

black	then
brown	think
eat	
get	
please	
pretty	
ride	
after	
an	
as	
ask	
every	
going	
had	
has	
her(s)	
him	
just	
let	
may	
once	
open	
stop	
thank	
them	

2nd Grade

been
 best
 fast
 first
 five
 gave
 goes
 green
 its
 off
 pull
 sing
 sit
 upon
 us
 wash
 wish

3rd Grade

content area words

Book K, Volume 1						
Theme 1: Getting to Know You						
Week	Big Book (BB), Big Book of Rhymes and Songs (BBS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Early Literacy Skills	Writing	Share Time
1	"Mary Wore Her Red Dress" (BBS) <i>Moo Moo, Brown Cow</i> (BB) "The Alphabet Song" (BBS) <i>From Anne to Zach</i> (BB); <i>First Day at School</i> (PDB)	Alphabet Introduction: Word Segmentation Rhyme Recognition Syllable Segmentation		What is a Word? Colors The Alphabet Uppercase Letters Lowercase Letters	Write Names Write Animal Names Write an Alphabet Poster Write Labels Write About a Favorite Activity	Share Names <i>Share favorite story animals</i> Discuss learning the alphabet <i>Discuss From Anne to Zach</i> Discuss favorite activities
2	<i>I Read Signs</i> (BB) <i>Look Out Kindergarten, Here I Come!</i> (LB) <i>Moo Moo, Brown Cow</i> (BB) <i>Jazzbo and Googy</i> (LB) "Mary Had a Little Lamb" (BBS)	Alphabet Introduction: Word Segmentation Rhyme Recognition Syllable Segmentation		Environmental Print Following Oral Directions Numbers 1-5 Listening to a Story First Names	Write Signs Write a Chart Write a Counting Book Write Story Character Names Write First Names	<i>Discuss how print provides information</i> Share kindergarten experiences <i>Author's Chair</i> Discuss story characters <i>Discuss favorite parts of the day</i>
Theme 2: I Am Special						
Week	Big Book (BB), Big Book of Rhymes and Songs (BBS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
3	<i>Mice Squeak, We Speak</i> (BB) <i>Hello Toes! Hello Feet!</i> (LB) "If You're Happy and You Know It" (Read-Aloud Anthology) "Everything Grows" (BBS); <i>Pet Day</i> (PDB)	Identify/Write: Mm Identify/Write: Ss Relate /m/ to m Relate /s/ to s	a	Sentences Are Made of Words <i>Environmental Sounds</i> Following Directions <i>Categorizing</i> Setting	Write About Animal Homes <i>Write Sentences with Action Words</i> Write New Verses <i>Write Labels</i>	Share animal homes chart <i>Author's Chair</i> Discuss favorite parts of the day <i>Discuss that things grow</i> Discuss what feet can do

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
4	Mice Squeak, We Speak (BB) The Body Book (LB) “Loop de Loo” (Read-Aloud Anthology) “Fingers and Feet” (BBRS); My Bus (PDB)	Identify/Write: Rr Relate /r/ to r Review: /m/m, /r/r /s/s	my	Action Words Nonfiction Genre Position Words Match Words Text Patterns	Write Names on a Mural Write Sentences Write Verses for a Song Write a Story	Discuss the mural “We Speak” Discuss the outdoor sounds Discuss the song “Loop de Loo” Discuss favorite parts of the day Read the class story
5	The Body Book (LB) “Mother, Mother, I Want Another” (Read-Aloud Anthology) Mice Squeak, We Speak (BB) “I Am” (BBRS); The Party (PDB) “Head, Shoulders, Knees, and Toes” (Read-Aloud Anthology)	Identify/Write: Tt Relate /t/ to t Review: /m/m, /s/s, /t/t, /r/r	the	Main Idea/Details Beginning, Middle, Ending Summarize Concept of Word Naming Words	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Recite a rhyme Retell a story Share drawings Share “I Am” drawings
Theme 3: Around the Table						
6	Peanut Butter and Jelly (BB) “The Gingerbread Man” (Read-Aloud Anthology) Bunny Cakes (LB) “The Kitchen Sink Song” (BBRS); The Salad (PDB)	Identify/Write: Pp Identify/Write: Cc Relate /p/ to p Relate /k/ to c Review: Ss	I like	Reading to Follow Directions Making Judgements Beginning, Middle, Ending Sound Words Picture Details	Write a Grocery List Write a List of Favorite Cookies Write a Recipe Write About Salads Write a Birthday Message	Share pictures Retell “The Gingerbread Man” Discuss story characters Discuss The Salad Share story pictures
7	Peanut Butter and Jelly (LB and BB) Hold the Anchovies! (BB) “Yellow Butter” (Read-Aloud Anthology) “Old Mister Rabbit” (BBRS); I Am (PDB)	Identify/Write: /a/a Relate /a/ to a Blending: /a/ - /m/ Build Words with /a/ - /m/		Action Words Asking Questions Color Words Naming Words Syllables in Words	Write a Food Poster Write a Menu Write Sentences About Fruits Write a Description Write About Kitchens	Discuss a poster Share pizza pictures Discuss favorite colors Discuss “Old Mister Rabbit” Discuss favorite parts of the day

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
8	<i>Hold the Anchovies!</i> (LB) “Stone Soup” (Read-Aloud Anthology) <i>Peanut Butter and Jelly</i> (BB) “Sam and Pam” (BBRS); <i>The Mat</i> (PDB) “Dig a Little Hole” (Read-Aloud Anthology)	Consonant: /t/ t Short Vowel: /a/ a Blending: /a/ - /t/ Build Words with /a/ - /t/		Understanding Content Words <i>Folktales Genre</i> Text Patterns <i>Rhyming Words</i> Sequence	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share favorite parts of the day <i>Discuss “Stone Soup”</i> Discuss Peanut Butter and Jelly <i>Discuss favorite parts</i> <i>of the day</i> Share the published book
Theme 4: Silly Business						
9	<i>Warthogs in the Kitchen</i> (BB) <i>The Crayon Box That Talked</i> (LB) “Five Little Monkeys” (Read-Aloud Anthology) “Aiken Drum” (Read-Aloud Anthology); <i>We Go</i> (PDB)	Identify/Write: Nn Identify/Write: Dd Relate /n/ to n Relate /d/ to d	go we	Real and Make-Believe <i>Beginning, Middle,</i> <i>Ending</i> Rhythm <i>Capital Letters for</i> <i>Names</i> Problem-Solution	Write a Chart <i>Write Sentences</i> Write Directions <i>Write Labels for a</i> <i>Picture</i> Write a Description	Discuss and write the letter Nn <i>Share a picture</i> Recite a poem <i>Talk about We Go</i> Share story extensions
10	<i>Warthogs in the Kitchen</i> (BB) <i>I Took My Frog to the Library</i> (LB) “What Did You Put in Your Pocket?” (Read-Aloud Anthology) “Bingo” (BBRS); <i>I Nap</i> (PDB)	Consonant: /p/ p Short Vowel: /a/ a Blending: /a/ - /p/ Build Words with /a/ - /p/		Compare Texts <i>Make Predictions</i> Repeated Sounds <i>Letters Make Up</i> Words Number Words	Write a List <i>Write About a Library</i> <i>Visit</i> Write a List of Rules <i>Write a Description</i> Write a Number Book	Share funny pictures <i>Names words with a</i> <i>and p</i> Read a list <i>Sing “Bingo”</i> Identify number words

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
11	<i>I Took My Frog to the Library</i> (LB) “The Terrible Tragadabas” (Read-Aloud Anthology) <i>Warthogs in the Kitchen</i> (BB) “Down by the Bay” (BBRS); <i>Tap, Tap, Tap</i> (PDB) “Emily’s House” (Read-Aloud Anthology)	Phonogram: -am Phonogram: -at Phonogram: -ap Build Sentences		Real and Make-Believe <i>Folktales Genre</i> Environmental Print <i>Rhyming Words</i> Drawing Conclusions	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Retell a story <i>Discuss favorite story characters</i> Share illustrations <i>Sing “Down by the Bay”</i> Share thoughts about a story
Book K, Volume 2 Theme 5: Family Ties						
12	<i>Off We Go</i> (BB) <i>A Birthday Basket for Tía</i> (LB) “Let’s Go, Froggy!” (Read-Aloud Anthology) “Winter Birds” (BBRS); <i>The Park</i> (PDB) Emily’s House (Read-Aloud Anthology)	Identify/Write: Gg Identify/Write: Ff Relate /g/ to g Relate /f/ to f	on to	Rhyming Words <i>Character Traits</i> Problem-Solution <i>Long and Short Words</i> Retelling the Story	Write Naming Words <i>Write Sentences</i> Write a List <i>Write Captions</i> Write a Birthday Message	Share a favorite part of Off We Go! <i>Share a favorite part of A Birthday Basket for Tía</i> Share drawings of things Froggy found in “Let’s Go, Froggy!” <i>Discuss The Park</i> Discuss birthday parties
13	<i>Off We Go!</i> (BB) <i>Dear Juno</i> (LB) “The Three Bears” (Read-Aloud Anthology) “The Very Nicest Place” (BBRS); <i>Sit on My Chair</i> (PDB)	Identify/Write: I i Relate /i/ to i Blending: /i/ - /t/ Build Words with /i/ - /t/		Compare/ Contrast <i>Character’s Feelings</i> Sequence <i>Questions for Research</i> Picture Details	Write About Animals <i>Write a Letter</i> Write Opposites <i>Write a Sentence</i> Write a Story	Share sentences from the class book <i>Read the letter and point out the greeting and closing</i> Retell the story “The Three Bears” <i>Discuss animal homes and Sit on My Chair</i> Read the class story, “Little Mole’s Visit to Grandma’s”

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
14	<i>Dear Juno</i> (LB) “Jamaica’s Find” (Read-Aloud Anthology) <i>Off We Go!</i> (BB) “Grandfather and I” (Read-Aloud Anthology); <i>My Pig</i> (PDB) “The Three Little Pigs” (Read-Aloud Anthology)	Review: /g/ g, /i/ i Blending: /i/ - /g/ Build Words with /i/ - /g/		Problem-Solution <i>Character’s Actions</i> Retelling <i>Visualizing</i> Comparing Texts	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Discuss favorite parts of <i>Dear Juno</i> <i>Retell the story</i> <i>“Jamaica’s Find”</i> Act out the story <i>Off</i> <i>We Go!</i> <i>Describe a place to</i> <i>take a walk</i> Author’s Chair
Theme 6: Animal Families						
15	<i>Does a Kangaroo Have a Mother, Too?</i> (BB) <i>Are You There, Baby Bear?</i> (LB) “The Three Billy-Goats Gruff” (Read- Aloud Anthology) “Five Speckled Frogs” (BBRS); <i>I Have, You Have</i> (PDB)	Identify/Write: L l Identify/Write: H h Relate /l/ to l Relate /h/ to h	you have	Use Prior Knowledge <i>Real and Make-Believe</i> Retell the Story <i>Number Words</i> Make Inferences	Write a Sentence <i>Write Naming Words</i> Write a Sign <i>Write a Class Story</i> Write a Word Web	Share sentences and drawings from Writing <i>Share a favorite part of Are</i> <i>You There, Baby Bear?</i> Retell “The Three Billy-Goats Gruff” <i>Brainstorm things that can</i> <i>be counted</i> Share pictures of favorite animals in <i>Are You There,</i> <i>Baby Bear?</i>
16	<i>Does a Kangaroo Have a Mother, Too?</i> (BB) <i>A Time for Playing</i> (LB) “Chicken Forgets” (Read-Aloud Anthology) “Mary Had a Little Lamb” (BBRS); <i>Soup</i> (PDB)	Review: /p/p, /i/i Blending: /i/ - /p/ Build Words with /i/ - /p/		Illustrations in Picture Books <i>Main Idea/Details</i> Making Predictions <i>Rhyming Words</i> Words in a Sentence	Write About Your Family <i>Write a Chart</i> Grocery Lists <i>Write a Thank-You</i> Note Write Questions	Share books about family members <i>Share a favorite animalin</i> <i>A Time for Playing</i> Retell “Chicken Forgets” <i>Discuss the Pre-decodable</i> <i>Book Soup</i> Share and answer questions

Week	Big Book (BB), Big Book of Rhymes and Songs (BBS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
17	<i>A Time for Playing</i> (LB) “The Town Mouse and the Country Mouse” (Read-Aloud Anthology) <i>Does a Kangaroo Have a Mother, Too?</i> (BB) “The Kitty Ran Up the Tree” (BBS); <i>The Dig</i> (PDB) “Five Little Pigs” (Read-Aloud Anthology)	Phonogram: -it Phonogram: -ig Phonogram: -ip Build Sentences		Reading to Get Information <i>Beginning, Middle, Ending</i> End Punctuation <i>Matching Words</i> Rhyming Words	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share sentences and illustrations <i>Act out the story “The Town House and the Country Mouse”</i> Say an action rhyme and name words that rhyme with skip <i>Discuss The Dig</i> Read sentences and share drawings
Theme 7: Bug Surprises						
18	<i>Look Closer</i> (BB) <i>Butterfly</i> (LB) “The Ants and the Grasshopper” (Read-Aloud Anthology) “Fuzzy Wuzzy, Creepy Crawly” (BBS); <i>Kip the Ant</i> (PDB)	Identify/Write: B b Identify/Write: K k Relate /b/ to b Relate /k/ to k	do what	Making Predictions <i>Main Idea/Details</i> Drawing Conclusions <i>Syllables in Words</i> Understanding Content Words	Write a List <i>Write Naming Words</i> Write a Story Map <i>Write Describing Words</i> Write a Chart	Share a favorite insect in Look Closer <i>Recall the four stages of a butterfly’s life</i> Retell the story “The Ants and the Grasshopper” <i>Discuss new words from “Fuzzy Wuzzy, Creepy, Crawly”</i> Discuss surprising parts of Butterfly
19	<i>Look Closer</i> (BB) <i>Wonderful Worms</i> (LB) “Anansi and the Biggest, Sweetest, Melon” (Read-Aloud Anthology) “When It Comes to Bugs” (BBS); <i>The Big Ram</i> (PDB)	Identify/Write: Oo Relate /o/ to o Blending: /o/ - /t/ Build Words with /o/ and /t/		Text Patterns <i>Main Idea/Details</i> Retelling the Story <i>Making Inferences</i> End Punctuation	Write Sentences <i>Write Questions</i> Write a Message <i>Write Action Words</i> Write Dialogue	Share sentences <i>Share and answer questions about worms</i> Share favorite parts of “Anansi and the Biggest, Sweetest, Melon” <i>Discuss The Big Ram</i> Share favorite parts of the lesson

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
20	<i>Wonderful Worms</i> (LB) “The Fearsome Beast” (Read-Aloud Anthology) <i>Look Closer</i> (BB) “Eency Weency Spider” (BBRS); <i>What Can I Hop?</i> (PDB) “The Ants Came Marching” (Read- Aloud Anthology)	Review: /p/ p, /o/ o Blending: /o/ - /p/ Build Words with /o/ - /p/		Summarize <i>Characters</i> Naming Words <i>Matching Words</i> Anticipating Text	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share facts about worms <i>Share a favorite part of</i> “The Fearsome Beast” Share a favorite part of the lesson <i>Share “Eency Weency</i> <i>Spider” songbooks and</i> <i>sing the song</i> Discuss “The Ants Came Marching”
Theme 8: Animal Adventures						
21	<i>Walking Through the Jungle</i> (BB) <i>Elmer</i> (LB) “The Rooster Who Went to His Uncle’s Wedding” (Read-Aloud Anthology) “The Bear Went Over the Mountain” (BBRS); <i>I Can See It!</i> (DB)	Identify/Write: Ww Identify/Write: Xx Relate /w/ to w Relate /ks/ to x	no see	Sound Words <i>Retelling the Story</i> Compare Oral Traditions <i>Syllables in Words</i> Making Inferences	Write a Chart <i>Write a Message</i> Write a Word Web <i>Write a Song Verse</i> Write a Class Book	Share pictures and sentences about a favorite scene from Walking Through the Jungle <i>Share favorite parts of</i> “The Bear Went Over the Mountain”
22	<i>Walking Through the Jungle</i> (BB) <i>So Say the Little Monkeys</i> (LB) “Counting Crocodiles” (Read-Aloud Anthology) “The Little Turtle” (BBRS); <i>What Is in the Box?</i> (DB)	Review: Xx, Oo Blending: /o/ - /ks/ Build Words with /o/ - /ks/S		Picture Details <i>Rhyming Words</i> Problem-Solution <i>Action Words</i> Setting	Write a Class Riddle Book <i>Write a Weather Chart</i> Write an Invitation <i>Write an Accordion</i> Book Write a class story	Read and answer riddles from the class book <i>Share a favorite part of</i> <i>So Say the Little</i> <i>Monkeys</i> Read and discuss the invitation <i>Discuss What Is in the</i> <i>Box?</i>

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
23	<i>So Say the Little Monkeys</i> (LB) “The Strongest One of All” (Read-Aloud Anthology) <i>Walking Through the Jungle</i> (BB) “Going on a Bear Hunt” (BBRS); <i>Hop on Top</i> (DB) “The Hare and the Tortoise” (Read-Aloud Anthology)	Phonogram: -ot Phonogram: -op Phonogram: -ox Short Vowel: /o/o Build Sentences		Sound Words <i>Fact and Fantasy</i> Text Pattern <i>Position Words</i> Beginning, Middle, Ending	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share a favorite part of the lesson <i>Share a favorite part of</i> <i>“The Strongest One of</i> <i>All”</i> Share animals and verses from the class poem <i>Discuss Hop on Top</i> Act out the parts of the animals in the poem
Theme 9: Around the Town						
24	<i>The Shape of Things</i> (BB) <i>Benny’s Pennies</i> (LB) “The Shoemaker and the Elves” (Read-Aloud Anthology) “Mr. Backward” (Read-Aloud Anthology); <i>A Big, Big Van</i> (DB)	Identify/Write: V v Identify/Write: J j Relate /v/ to V v Relate /j/ to J j	look come	Understand Content Words <i>Dialogue</i> Problem-Solution <i>Rhyming Words</i> Beginning, Middle, Ending	Write a Chart <i>Write About a Gift</i> Write a Story <i>Write a List</i> Write About Your Family	Discuss shapes <i>Author’s Chair</i> Discuss the favorite parts of the story from the Writing activity <i>Discuss the funny</i> <i>things Mr. Backward</i> <i>does</i>
25	<i>The Shape of Things</i> (BB) <i>Good-Bye Hello</i> (LB) “My Pet Spider” (Read-Aloud Anthology) “Down by the Bay” (BBRS); <i>Hop on Top</i> (DB)	Identify/Write: E e Relate /e/ to e Blending: /e/ - /t/ Build Words with /e/ and /t/		Main Idea <i>Setting</i> Cause and Effect <i>Visualize</i> Rhyming Words	Write a Description <i>Write a Sentence</i> Write Instructions <i>Write a New Verse</i>	Describe illustrations from The Shape of Things <i>Share pictures</i> Retell the story using Character Cutouts <i>Read</i> <i>and sing new song verses</i> Share favorite pictures of buildings

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
26	<i>Good-Bye Hello</i> (LB) <i>"Caps for Sale"</i> (Read-Aloud Anthology) <i>The Shape of Things</i> (BB) <i>"Old Mister Rabbit"</i> (BBRS); <i>Hop In!</i> (DB) <i>"Sing a Song of People"</i> (Read-Aloud Anthology)	Review: /n/ n, /e/ e Blending: /e/ - /n/ Building Words with /e/ and /n/		Making Judgments About Characters <i>Sequence</i> Summarize <i>Actions Words</i> Setting	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share your favorite part of the book <i>Share questions and illustrations</i> Share favorite parts of the lesson <i>Revisit the Decodable Book</i> Share pictures about the poem
Book K, Volume 3 Theme 10: Neighborhood Helpers						
27	<i>The Big Yellow Bus</i> (BB) <i>Career Day</i> (LB) <i>"Mother, Mother, I Want Another"</i> (Read-Aloud Anthology) <i>"The Bus Song"</i> (BBRS); <i>Is It for Me?</i> (DB)	Identify/Write: Y y Identify/Write: Z z Relate /y/ to Y Y Relate /z/ to Z z	for me	Text Patterns <i>Main Idea/Details</i> Dialogue <i>Naming Words</i> Summarize	Write About an Animal <i>Write About a Job</i> Write Dialogue <i>Write a Thank-You Note</i> Write a List	Author's Chair <i>Discuss the job you would like to have when you are grown up</i> Retell the Read-Aloud Anthology story with puppets <i>Describe a zebra and name words that begin with /z/</i> Describe and discuss jobs
28	<i>The Big Yellow Bus</i> (BB) <i>Guess Who?</i> (LB) <i>"Franklin in the Dark"</i> (Read-Aloud Anthology) <i>"Jamaica's Find"</i> (Read-Aloud Anthology); <i>We Can Fix</i> (DB)	Review: /d/ d, /e/ e Blending: /e/ - /d/ Build Words with /e/ and /d/		Match Words Nonfiction: Text Organization Characters <i>Retelling the Story</i> Sequence	Bus Rules <i>Book of Facts</i> Write Sentences About a Problem <i>Write Descriptions</i> Write About a Make- Believe Bus	Compare your ride to school and the bus ride in The Big Yellow Bus <i>Read the facts from the Writing activity</i> Share sentences about problems <i>Discuss lost items</i> Author's Chair

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
29	<i>Guess Who?</i> (LB) “The Town Mouse and the Country Mouse” (Read-Aloud Anthology) <i>The Big Yellow Bus</i> (BB) “The Bus Song” (BBRS); <i>A Hat I Like</i> (DB) “Stone Soup” (Read-Aloud Anthology)	Phonogram: -et Phonogram: -en Phonogram: -ed Build Sentences		Understanding Content Words <i>Setting</i> Retell the Story <i>Text Patterns</i> Beginning, Middle, Ending	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share a favorite photograph in <i>Guess Who?</i> <i>Author’s Chair</i> Share drawings and sentences <i>Share what you liked best about the school day</i>
Theme 11: Exploring Our Surroundings						
30	<i>Five Little Ducks</i> (BB) <i>Come Along, Daisy!</i> (LB) “Bear in There” (Read-Aloud Anthology) “The Bear Went Over the Mountain” (BBRS); <i>Little Cat, Big Cat</i> (DB)	Identify/Write: Q q Relate /kw/ to q Review /y /y , /z/ z , /ks/ x	one little	Dialogue <i>Problem-Solution</i> Action Words <i>Text Patterns</i> Retell the Story	Write a Letter <i>Write Describing Words</i> Write a Sentence <i>Write Directions</i> Write a Sound Words Sentence	Discuss parts of a letter <i>Share favorite parts of Come Along, Daisy!</i> <i>Author’s Chair</i>
31	<i>Five Little Ducks</i> (BB) <i>What’s What?</i> (LB) “Henny Penny” (Read-Aloud Anthology) “The Little Turtle” (BBRS); <i>But I Can</i> (DB)	Identify/Write: Uu Relate /u/ to u Blending: /u/ - /t/ Building Words with /u/ and /t/		Number Words <i>Reading to Get Information</i> Sequence <i>Questions for Research</i> Picture Details	Write a Story <i>Write About the Five Senses</i> Write How-to Directions <i>Write a Question</i> Write a Sentence	Share the little duck story <i>Discuss What’s What?</i> Share favorite parts of the lesson <i>Recite “The Little Turtle” and share questions</i> Share a favorite picture

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
32	<i>What's What?</i> (LB) "Chicken Forgets" (Read-Aloud Anthology) <i>Five Little Ducks</i> (BB) "Kitchen Sink- Song" (BBRS); <i>Up, Up, Up</i> (DB) "Blame" (Read-Aloud Anthology)	Review: /n/ n, /u/ u Blending: u - n Building Words with /u/ and /n/		Questions and Statements <i>Characters</i> Summarize <i>Beginning and Final Sounds</i> Problem-Solution	Writing Process: Prewrite Draft Respond and Revise Proofread Publish	Share ideas about ducks <i>Retell "Chicken Forgets"</i> Compare books <i>Discuss Up, Up, Up</i> Discuss "Blame"
Theme 12: Under the Ocean						
33	<i>Splash in the Ocean!</i> (BB) <i>Fish Faces</i> (LB) "A House by the Sea" (Read-Aloud Anthology) "The Little Fishes" (BBRS); <i>Is It a Fish?</i> (DB)	Review: /g /g, /u/ u Blending: /u/ -/g/ Building Words with /u/ and /g/		Compare and Contrast <i>Questions for Research</i> Syllables in Words <i>Repetitive Text</i> Categorizing	Write a Sentence <i>Write a Question</i> Write a List <i>Write New Song Verses</i> Write a Description	Share favorite ocean animals in <i>Splash in the Ocean!</i> <i>Have children tell what they liked best about "A House by the Sea"</i> Discuss <i>Is It a Fish?</i> and sing new verses for "The Little Fishes" <i>Share pictures and descriptions of fish in Fish Faces</i>
34	<i>Splash in the Ocean!</i> (BB) <i>Swimmy</i> (LB) "There's a Hole in the Middle of the Sea" (Read-Aloud Anthology) "The Little Fishes" (BBRS); <i>It Is Fun</i> (DB)	Phonogram: -ut Phonogram: -un Phonogram: -ug Review: /u/ u Build Sentences		Action Words <i>Picture Clues</i> Sequencing <i>Print Concepts</i> Text Patterns	Write Action Words <i>Write a Story Map</i> Write a Sentence <i>Write a List</i> Write New Verses	Demonstrate action words and share pictures and sentences <i>Retell Swimmy and share favorite parts of the story</i> Share favorite parts of the song and sing new song verses <i>Share favorite parts of It is Fun and read the list of ocean animals</i> Share favorite parts of the story and sing new song verses

Appendix C

Week	Big Book (BB), Big Book of Rhymes and Songs (BBRS), Library Book (LB) Pre-Decodable Book (PDB)	Phonics	High-Frequency / Sight Words	Literature Focus	Writing	Share Time
35	<i>Swimmy</i> (LB) “The Seashore Noisy Book” (Read-Aloud Anthology); <i>A Bug Can Tug</i> (DB) <i>Splash in the Ocean!</i> (BB); <i>Sid Hid</i> (DB) “If You Ever” (Read-Aloud Anthology); <i>In a Sub</i> (DB)	Review: /a/ a, /e/ e, /i/ i, /o/ o, /u/ u Build Sentences		Comparing Genres <i>Visualizing</i> Picture Details <i>Making Inferences</i> Questions for Research	Prewrite Draft Respond and Revise Proofread Publish	Share story summaries and discuss book preferences <i>Share favorite parts of the lesson and read the five senses chart</i> Author’s Chair <i>Retell In a Sub and read the class poem</i> Share pictures and sentences about favorite books of the lesson