

# Kindergarten Literacy Pacing Guide+A52

## First Nine Weeks

**(1) Enduring Understanding: Effective oral and visual communication is important to learning.**

**1A. Essential Question: How is following directions important to learning?**

OV.1.K.5 Give simple one-step directions

OV.2.K.3 Follow one-step oral directions

**1B. Essential Question: How does media help me learn?**

OV.3.K.1 Listen to and view a variety of media to understand and extend learning

**(2) Enduring Understanding: Good writers use strategies and the writing process to produce quality writing.**

**2A. Essential Question: How do I prepare to write?**

W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books

W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of writing process

**2B. Essential Question: How do I get my ideas down on paper?**

W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics

W.4.K.9 Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.)

W.7.K.1 Include drawings that support meaning

W.7.K.2 Incorporates language acquired from reading and/or conversation

**2C. Essential Question: How can I improve my writing?**

W.6.K.2 Use the syntax of oral language

W.6.K.5 Capitalize own name

W.6.K.6 Capitalize pronoun /

W.6.K.7 Begin to use punctuation

**2D. Essential Question: How can I share my writing with others?**

W.4.K.14 Share writing with others

W.4.K.13 Prepare pieces for publication (i.e., illustrations, rewriting, etc.)

W.4.K.15 Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)

W.4.K.16 Contribute to a writing portfolio

**(3) Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.**

**3A. Essential Question: What are some times and purposes for writing?**

W.5.K.1	Write for self
W.5.K.4	Write daily
W.5.K.2	Write and/or draw to communicate ideas
W.5.K.3	Explain some of the purposes for writing, such as telephone messages, recipes, or lists
W.5.K.5	Write brief personal narratives and simple informational text (i.e., journal writing, etc.)
W.7.K.4	Use predictable texts as model for own writing

**(4) Enduring Understanding: Understanding how print works is essential for making meaning from print.**

**4A. Essential Question: How does print work?**

R.8.K.1	Demonstrate understanding of the relationship between written and oral language
R.8.K.2	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)
R.8.K.3	Apply knowledge of letter and word
R.8.K.6	Identify the front cover and back cover of a book
R.8.K.7	Identify what an author does and what an illustrator does

**(5) Enduring Understanding: Hearing and saying sounds in words helps students learn to read and write.**

**5A. Essential Question: How does hearing and saying sounds in words help me learn to read and write?**

R.8.K.8	Identify and produce oral rhymes
R.8.K.10	Identify and work with onsets in spoken words
R.8.K.12	Recognize like phonemes in different words (phoneme identity)
R.8.K.13	Categorize words with like and unlike phonemes

**(6) Enduring Understanding: Good readers learn to use strategies to understand text.**

**6A. Essential Question: What strategies do good readers use to understand text?**

OV.2.K.4	Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording
OV.2.K.5	Listen to a variety of texts from various cultures read aloud every day
OV.2.K.6	Listen for specific information

**USING PRIOR KNOWLEDGE TO MAKE MEANING**

R.9.K.1	Preview the selection and use prior knowledge to make reasonable predictions
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**USING CONNECTIONS TO MAKE MEANING**

R.9.K.2	Make connections from text to self during read aloud
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**USING QUESTIONING AND MONITORING TO MAKE MEANING**

R.9.K.5	Ask and answer questions about the text
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**USING INFERENCES TO MAKE MEANING**

R.9.K.9	Use pictures to make predictions about the content
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**DETERMINING IMPORTANCE TO MAKE MEANING**

OV.1.K.9	Accept contributions of teacher to improve speaking performance
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**(7) Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge, and reading.**

**7A. Essential Question: What are some times for reading different types of texts?**

R.10.K.1	Read daily
R.10.K.7	Select familiar books to read from a variety of sources, including classroom, home, and school library
R.10.K.13	Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme
R.10.K.15	Read labels and environmental print
R.10.K.16	Identify common signs and logos

**(8) Enduring Understanding: Authors use many different forms of writing to convey their message.**

**8A. Essential Question: How do I examine and respond to different forms of writing?**

W.5.K.6	Respond by writing or drawing pictures to stories read aloud
R.10.K.10	Engage in literature (stories, songs, plays and poems, etc.)
OV.1.K.2	Focus on audience
OV.1.K.3	Express ideas in complete sentences when speaking
OV.1.K.4	Make appropriate comments about the ideas of others
OV.1.K.6	Participate in discussions about a variety of topics, including books and personal experiences
OV1.K.9	Accept contributions of teacher to improve speaking performance
OV.2.K.1	Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact, and maintaining attention)
OV.2.K.2	Listen for a purpose

**(9) Enduring Understanding: Readers use strategies to problem solve unknown words.**

**9A. Essential Question: What strategies do good readers use to problem solve new words?**

R.11.K.4	Identify Upper- and lower-case letters fluently
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**(10) Enduring Understanding: Reading fluently and accurately helps in making meaning when reading.**

**10A. Essential Question: How does reading fluently and accurately help in reading text?**

R.11.K.9	Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries
OV.1.K.8	Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations

**(11) Enduring Understanding: Knowing the meanings of words is crucial to understanding what we read.**

**11A. Essential Question: How will developing a better vocabulary improve reading and writing?**

OV.1.K.1	Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions
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R.11.K.2	Use story language in discussion and retellings
R.11.K.10	Sort and classify pictures or objects by concept or function
R.11.K.11	Talk about words and word meanings as they are encountered in books and conversation
R.11.K.12	Experiment with language, including word families, rhyming words, and playing with words
R.11.K.13	Describe common objects with general and specific words

**(12) Enduring Understanding: Good readers should be able access information by reading.**

**12A. Essential Question: How do I locate information?**

R.10.K.17	Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks
IR.12.K.1	Label objects and places
IR.12.K.3	Use both print and non-print classroom resources for information

## Second Nine Weeks

**(1) Enduring Understanding: Effective oral and visual communication is important to learning.**

### 1A. Essential Question: How is following directions important to learning?

OV.1.K.5	Give simple one-step directions
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OV.2.K.3	Follow one-step oral directions
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### 1B. Essential Question: How does media help me learn?

OV.3.K.1	Listen to and view a variety of media to understand and extend learning
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OV.3.K.2	Identify the various types of media in daily life
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OV.3.K.3	Respond to media in a variety of ways (i.e., art and movement)
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**(2) Enduring Understanding: Good writers use strategies and the writing process to produce quality writing.**

### 2A. Essential Question: How do I prepare to write?

W.4.K.1	Generate topics and content by drawing, sharing personal experiences, and responding to books
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W.4.K.2	Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)
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W.4.K.3	Participate in teacher led prewriting activities to develop an understanding of writing process
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### 2B. Essential Question: How do I get my ideas down on paper?

W.4.K.4	Use letters and phonetically spelled words to write about self-selected topics
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W.4.K.5	Write from left to right and top to bottom and use return sweep
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W.4.K.6	Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.)
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W.4.K.8	Demonstrate understanding that letters, must occur in a specific sequence within a word
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W.4.K.9	Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most
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W.4.K.10	Write simple messages independently to demonstrate the understanding that speech can be written
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W.6.K.1	Write simple sentences around known words, repetitive phrases, and sentence beginnings
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W.6.K.3	Use phonetic strategies to spell unknown words (i.e., segmentation)
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W.6.K.4	Spell a few high frequency words correctly
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W.6.K.8	Write left to right with return sweep
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W.6.K.10	Use correct letter formation
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W.7.K.1	Include drawings that support meaning
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W.7.K.2	Incorporates language acquired from reading and/or conversation
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### 2C. Essential Question: How can I improve my writing?

W.4.K.12	Participate in teacher-led revision
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W.6.K.2	Use the syntax of oral language
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W.6.K.5	Capitalize own name
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W.6.K.6	Capitalize pronoun /
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W.6.K.7	Begin to use punctuation
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### 2D. Essential Question: How can I share my writing with others?

W.4.K.14	Share writing with others
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W.4.K.13	Prepare pieces for publication (i.e., illustrations, rewriting, etc.)
W.4.K.15	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g.,
W.4.K.16	Contribute to a writing portfolio
R.10.K.2	Read and explain own writing and drawings
<b>(3) Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.</b>	
<b>3A. Essential Question: What are some times and purposes for writing?</b>	
W.5.K.1	Write for self
W.5.K.4	Write daily
W.5.K.2	Write and/or draw to communicate ideas
W.5.K.3	Explain some of the purposes for writing, such as telephone messages, recipes, or lists
W.5.K.5	Write brief personal narratives and simple informational text (i.e., journal writing, etc.)
W.7.K.4	Use predictable texts as model for own writing
R.10.K.11	Participate in group innovations of text
<b>(4) Enduring Understanding: Understanding how print works is essential for making meaning from print.</b>	
<b>4A. Essential Question: How does print work?</b>	
R.8.K.1	Demonstrate understanding of the relationship between written and oral language
R.8.K.2	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)
R.8.K.3	Apply knowledge of letter and word
R.8.K.4	Apply knowledge of first and last (i.e., letter, sounds, words, etc.)
R.8.K.5	Track known print using one-to-one correspondence
R.8.K.6	Identify the front cover and back cover of a book
R.8.K.7	Identify what an author does and what an illustrator does
<b>(5) Enduring Understanding: Hearing and saying sounds in words helps students learn to read and write.</b>	
<b>5A. Essential Question: How does hearing and saying sounds in words help me learn to read and write?</b>	
R.8.K.8	Identify and produce oral rhymes
R.8.K.9	Segment oral language into sentences and words
R.8.K.10	Identify and work with onsets and rimes in spoken words
R.8.K.11	Isolate individual phonemes in a word
R.8.K.12	Recognize like phonemes in different words (phoneme identity)
R.8.K.13	Categorize words with like and unlike phonemes
R.8.K.14	Blend separate phonemes orally into one-syllable words
R.8.K.15	Segment individual phonemes orally in one-syllable words
<b>(6) Enduring Understanding: Good readers learn to use strategies to understand text.</b>	
<b>6A. Essential Question: What strategies do good readers use to understand text?</b>	
OV.2.K.4	Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording

OV.2.K.5	Listen to a variety of texts from various cultures read aloud every day
OV.2.K.6	Listen for specific information
<b>USING PRIOR KNOWLEDGE TO MAKE MEANING</b>	
R.9.K.1	Preview the selection and use prior knowledge to make reasonable predictions
<b>USING CONNECTIONS TO MAKE MEANING</b>	
R.9.K.2	Make connections from text to self during read aloud
R.9.K.3	Make connections from text to text during read aloud
<b>USING VISUALIZATION TO MAKE MEANING</b>	
R.9.K.4	Form a mental picture from text read by the teacher, including story elements or descriptions
<b>USING QUESTIONING AND MONITORING TO MAKE MEANING</b>	
R.9.K.5	Ask and answer questions about the text
R.9.K.6	Ask and answer questions in response to what is heard or read
<b>USING INFERENCES TO MAKE MEANING</b>	
R.9.K.7	Predict what will happen next in a text
R.9.K.8	Predict repetitive text
R.9.K.9	Use pictures to make predictions about the content
<b>DETERMINING IMPORTANCE TO MAKE MEANING</b>	
R.9.K.10	Retell stories and events using beginning, middle, and end
OV.1.K.7	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts
OV.1.K.8	Participate in a variety of speaking activities, including shared reading, oral retelling and dramatizations
OV.1.K.9	Accept contributions of teacher to improve speaking performance
<b>SUMMARIZING AND SYNTHESIZING FOR MEANING</b>	
R.9.K.14	Discuss reading with others
<b>(7) Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge, and reading.</b>	
<b>7A. Essential Question: What are some times for reading different types of texts?</b>	
R.10.K.1	Read daily
R.10.K.5	Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud
R.10.K.7	Select familiar books to read from a variety of sources, including classroom, home, and school library
R.10.K.9	Read a variety of simple repetitive texts, including poetry and nursery rhymes
R.10.K.13	Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme
R.10.K.15	Read labels and environmental print
R.10.K.16	Identify common signs and logos
<b>(8) Enduring Understanding: Authors use many different forms of writing to convey their message.</b>	
<b>8A. Essential Question: How do I examine and respond to different forms of writing?</b>	
W.5.K.6	Respond by writing or drawing pictures to stories read aloud
R.10.K.6	Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses
R.10.K.8	Identify the topics of nonfiction selections read aloud
R.10.K.10	Engage in literature (stories, songs, plays and poems, etc.)

R.10.K.12	Discuss beginning, middle, and end from books read aloud
R.10.K.14	Discuss familiar poems, nursery rhymes, and finger plays to determine meaning
OV.1.K.2	Focus on audience
OV.1.K.3	Express ideas in complete sentences when speaking
OV.1.K.4	Make appropriate comments about the ideas of others
OV.1.K.6	Participate in discussions about a variety of topics, including books and personal experiences
OV1.K.9	Accept contributions of teacher to improve speaking performance
OV.2.K.1	Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact, and maintaining attention)
OV.2.K.2	Listen for a purpose

**(9) Enduring Understanding: Readers use strategies to problem solve unknown words.**

**9A. Essential Question: What strategies do good readers use to problem solve new words?**

R.11.K.3	Understand that a predictable relationship exists between written letters and spoken sounds
R.11.K.4	Identify Upper- and lower-case letters fluently
R.11.K.5	Identify the most common sound associated with individual letters
R.11.K.6	Use letter-sound matches to decode simple words

**(10) Enduring Understanding: Reading fluently and accurately helps in making meaning when reading.**

**10A. Essential Question: How does reading fluently and accurately help in reading text?**

R.11.K.9	Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries
R.11.K.15	Demonstrate automaticity of letter names and sounds
R.11.K.17	Demonstrate automaticity of letter names at a minimum of 40 letters per minute
OV.1.K.8	Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations

**(11) Enduring Understanding: Knowing the meanings of words is crucial to understanding what we read.**

**11A. Essential Question: How will developing a better vocabulary improve reading and writing?**

OV.1.K.1	Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions
R.11.K.2	Use story language in discussion and retellings
R.11.K.10	Sort and classify pictures or objects by concept or function
R.11.K.11	Talk about words and word meanings as they are encountered in books and conversation
R.11.K.12	Experiment with language, including word families, rhyming words, and playing with words
R.11.K.13	Describe common objects with general and specific words

**(12) Enduring Understanding: Good readers should be able access information by reading.**

**12A. Essential Question: How do I locate information?**

R.10.K.17	Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks
IR.12.K.1	Label objects and places
IR.12.K.3	Use both print and non-print classroom resources for information

## Third Nine Weeks

**(1) Enduring Understanding: Effective oral and visual communication is important to learning.**

**1A. Essential Question: How is following directions important to learning?**

OV.1.K.5 Give simple one-step directions

OV.2.K.3 Follow one-step oral directions

**1B. Essential Question: How does media help me learn?**

OV.3.K.1 Listen to and view a variety of media to understand and extend learning

OV.3.K.2 Identify the various types of media in daily life

OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)

OV.3.K.4 Review audio and video recordings of class presentations

**(2) Enduring Understanding: Good writers use strategies and the writing process to produce quality writing.**

**2A. Essential Question: How do I prepare to write?**

W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books

W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)

W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of writing process

**2B. Essential Question: How do I get my ideas down on paper?**

W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics

W.4.K.5 Write from left to right and top to bottom and use return sweep

W.4.K.6 Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.)

W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.)

W.4.K.8 Demonstrate understanding that letters, must occur in a specific sequence within a word

W.4.K.9 Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.)

W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written

W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings

W.6.K.3 Use phonetic strategies to spell unknown words (i.e., segmentation)

W.6.K.4 Spell a few high frequency words correctly

W.6.K.8 Write left to right with return sweep

W.6.K.9 Leave spaces between words

W.6.K.10 Use correct letter formation

W.7.K.1 Include drawings that support meaning

W.7.K.2 Incorporates language acquired from reading and/or conversation

W.7.K.3 Incorporate into personal writing literary language and styles heard or read in the classroom

## 2C. Essential Question: How can I improve my writing?

W.4.K.11	Reread message to check for accuracy and meaning
W.4.K.12	Participate in teacher-led revision
W.6.K.2	Use the syntax of oral language
W.6.K.5	Write and/or draw to communicate ideas
W.6.K.6	Capitalize pronoun I
W.6.K.7	Begin to use punctuation

## 2D. Essential Question: How can I share my writing with others?

W.4.K.14	Share writing with others
W.4.K.13	Prepare pieces for publication (i.e., illustrations, rewriting, etc.)
W.4.K.15	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)
W.4.K.16	Contribute to a writing portfolio
W.7.K.5	Listen and respond to writing of others
R.10.K.2	Read and explain own writing and drawings

**(3) Enduring Understanding: Good writers write in different ways for various reasons and for**

## 3A. Essential Question: What are some times and purposes for writing?

W.5.K.1	Write for self
W.5.K.4	Write daily
W.5.K.2	Write and/or draw to communicate ideas
W.5.K.3	Explain some of the purposes for writing, such as telephone messages, recipes, or lists
W.5.K.5	Write brief personal narratives and simple informational text (i.e., journal writing, etc.)
W.7.K.4	Use predictable texts as model for own writing
R.10.K.11	Participate in group innovations of text

**(4) Enduring Understanding: Understanding how print works is essential for making meaning from print.**

## 4A. Essential Question: How does print work?

R.8.K.1	Demonstrate understanding of the relationship between written and oral language
R.8.K.2	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)
R.8.K.3	Apply knowledge of letter and word
R.8.K.4	Apply knowledge of first and last (i.e., letter, sounds, words, etc.)
R.8.K.5	Track known print using one-to-one correspondence
R.8.K.6	Identify the front cover and back cover of a book
R.8.K.7	Identify what an author does and what an illustrator does

**(5) Enduring Understanding: Hearing and saying sounds in words helps students learn to read and write.**

## 5A. Essential Question: How does hearing and saying sounds in words help me learn to read and write?

R.8.K.8	Identify and produce oral rhymes
R.8.K.9	Segment oral language into sentences and words
R.8.K.10	Identify and work with onsets and rimes in spoken words
R.8.K.11	Isolate individual phonemes in a word

R.8.K.12	Recognize like phonemes in different words (phoneme identity)
R.8.K.13	Categorize words with like and unlike phonemes
R.8.K.14	Blend separate phonemes orally into one-syllable words
R.8.K.15	Segment individual phonemes orally in one-syllable words

**(6) Enduring Understanding: Good readers learn to use strategies to understand text.**

**6A. Essential Question: What strategies do good readers use to understand text?**

OV.2.K.4	Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording
OV.2.K.5	Listen to a variety of texts from various cultures read aloud every day
OV.2.K.6	Listen for specific information
<b>USING PRIOR KNOWLEDGE TO MAKE MEANING</b>	
R.9.K.1	Preview the selection and use prior knowledge to make reasonable predictions
<b>USING CONNECTIONS TO MAKE MEANING</b>	
R.9.K.2	Make connections from text to self during read aloud
R.9.K.3	Make connections from text to text during read aloud
<b>USING VISUALIZATION TO MAKE MEANING</b>	
R.9.K.4	Form a mental picture from text read by the teacher, including story elements or descriptions
<b>USING QUESTIONING AND MONITORING TO MAKE MEANING</b>	
R.9.K.5	Ask and answer questions about the text
R.9.K.6	Ask and answer questions in response to what is heard or read
<b>USING INFERENCES TO MAKE MEANING</b>	
R.9.K.7	Predict what will happen next in a text
R.9.K.8	Predict repetitive text
R.9.K.9	Use pictures to make predictions about the content
<b>DETERMINING IMPORTANCE TO MAKE MEANING</b>	
R.11.K.18	Retell a favorite story using appropriate rhythm, pace, phrasing, and intonation
R.9.K.10	Retell stories and events using beginning, middle, and end
OV.1.K.7	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts
OV.1.K.8	Participate in a variety of speaking activities, including shared reading, oral retelling and
OV.1.K.9	Accept contributions of teacher to improve speaking performance
R.9.K.11	Identify the topic or main idea of a selection
<b>SUMMARIZING AND SYNTHESIZING FOR MEANING</b>	
R.9.K.13	Create art work and/or a simple written response that shows comprehension of a story
R.9.K.14	Discuss reading with others

**(7) Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge, and reading.**

**7A. Essential Question: What are some times for reading different types of texts?**

R.10.K.1	Read daily
R.10.K.5	Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud
R.10.K.7	Select familiar books to read from a variety of sources, including classroom, home, and school library
R.10.K.9	Read a variety of simple repetitive texts, including poetry and nursery rhymes
R.10.K.13	Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme
R.10.K.15	Read labels and environmental print

R.10.K.16	Identify common signs and logos
<b>(8) Enduring Understanding: Authors use many different forms of writing to convey their message.</b>	
<b>8A. Essential Question: How do I examine and respond to different forms of writing?</b>	
W.5.K.6	Respond by writing or drawing pictures to stories read aloud
R.10.K.3	Distinguish different forms of text, such as story or informational
R.10.K.6	Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates
R.10.K.8	Identify the topics of nonfiction selections read aloud
R.10.K.10	Engage in literature (stories, songs, plays and poems, etc.)
R.10.K.12	Discuss beginning, middle, and end from books read aloud
R.10.K.14	Discuss familiar poems, nursery rhymes, and finger plays to determine meaning
OV.1.K.2	Focus on audience
OV.1.K.3	Express ideas in complete sentences when speaking
OV.1.K.4	Make appropriate comments about the ideas of others
OV.1.K.6	Participate in discussions about a variety of topics, including books and personal experiences
OV.1.K.9	Accept contributions of teacher to improve speaking performance
OV.2.K.1	Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact, and maintaining attention)
OV.2.K.2	Listen for a purpose
<b>(9) Enduring Understanding: Readers use strategies to problem solve unknown words.</b>	
<b>9A. Essential Question: What strategies do good readers use to problem solve new words?</b>	
R.11.K.1	Use context clues to predict text (i.e., pictures, repetitive texts)
R.11.K.3	Understand that a predictable relationship exists between written letters and spoken sounds
R.11.K.4	Identify Upper- and lower-case letters fluently
R.11.K.5	Identify the most common sound associated with individual letters
R.11.K.6	Use letter-sound matches to decode simple words
R.11.K.7	Use picture clues to cross check for word meaning
R.11.K.16	Self-monitor using cues to make sense of the reading
<b>(10) Enduring Understanding: Reading fluently and accurately helps in making meaning when reading.</b>	
<b>10A. Essential Question: How does reading fluently and accurately help in reading text?</b>	
R.11.K.8	Read approximately 25 high frequency words with automaticity during reading
R.11.K.9	Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries
R.11.K.14	Read grade level texts with accuracy of 90% or above
R.11.K.15	Demonstrate automaticity of letter names and sounds
R.11.K.17	Demonstrate automaticity of letter names at a minimum of 40 letters per minute
OV.1.K.8	Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations
<b>(11) Enduring Understanding: Knowing the meanings of words is crucial to understanding what we read.</b>	

**11A. Essential Question: How will developing a better vocabulary improve reading and writing?**

OV.1.K.1	Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions
R.11.K.2	Use story language in discussion and retellings
R.11.K.10	Sort and classify pictures or objects by concept or function
R.11.K.11	Talk about words and word meanings as they are encountered in books and conversation
R.11.K.12	Experiment with language, including word families, rhyming words, and playing with words
R.11.K.13	Describe common objects with general and specific words

**(12) Enduring Understanding: Good readers should be able access information by reading.**

**12A. Essential Question: How do I locate information?**

R.10.K.17	Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks
IR.12.K.1	Label objects and places
IR.12.K.2	Understand the use of the library and access appropriate materials
IR.12.K.3	Use both print and non-print classroom resources for information
IR.12.K.4	Share information about a topic

## Fourth Nine Weeks

**(1) Enduring Understanding: Effective oral and visual communication is important to learning.**

**1A. Essential Question: How is following directions important to learning?**

OV.1.K.5 Give simple one-step directions

OV.2.K.3 Follow one-step oral directions

**1B. Essential Question: How does media help me learn?**

OV.3.K.1 Listen to and view a variety of media to understand and extend learning

OV.3.K.2 Identify the various types of media in daily life

OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)

OV.3.K.4 Review audio and video recordings of class presentations

**(2) Enduring Understanding: Good writers use strategies and the writing process to produce quality writing.**

**2A. Essential Question: How do I prepare to write?**

W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books

W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)

W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of writing process

**2B. Essential Question: How do I get my ideas down on paper?**

W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics

W.4.K.5 Write from left to right and top to bottom and use return sweep

W.4.K.6 Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.)

W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.)

W.4.K.8 Demonstrate understanding that letters, must occur in a specific sequence within a word

W.4.K.9 Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.)

W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written

W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings

W.6.K.3 Use phonetic strategies to spell unknown words (i.e., segmentation)

W.6.K.4 Spell a few high frequency words correctly

W.6.K.8 Write left to right with return sweep

W.6.K.9 Leave spaces between words

W.6.K.10 Use correct letter formation

W.7.K.1 Include drawings that support meaning

W.7.K.2 Incorporates language acquired from reading and/or conversation

W.7.K.3 Incorporate into personal writing literary language and styles heard or read in the classroom

## 2C. Essential Question: How can I improve my writing?

W.4.K.11	Reread message to check for accuracy and meaning
W.4.K.12	Participate in teacher-led revision
W.6.K.2	Use the syntax of oral language
W.6.K.5	Capitalize own name
W.6.K.6	Capitalize pronoun I
W.6.K.7	Begin to use punctuation

## 2D. Essential Question: How can I share my writing with others?

W.4.K.14	Share writing with others
W.4.K.13	Prepare pieces for publication (i.e., illustrations, rewriting, etc.)
W.4.K.15	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g.,
W.4.K.16	Contribute to a writing portfolio
W.7.K.5	Listen and respond to writing of others
R.10.K.2	Read and explain own writing and drawings

**(3) Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.**

## 3A. Essential Question: What are some times and purposes for writing?

W.5.K.1	Write for self
W.5.K.4	Write daily
W.5.K.2	Write and/or draw to communicate ideas
W.5.K.3	Explain some of the purposes for writing, such as telephone messages, recipes, or lists
W.5.K.5	Write brief personal narratives and simple informational text (i.e., journal writing, etc.)
W.7.K.4	Use predictable texts as model for own writing
R.10.K.11	Participate in group innovations of text

**(4) Enduring Understanding: Understanding how print works is essential for making meaning from print.**

## 4A. Essential Question: How does print work?

R.8.K.1	Demonstrate understanding of the relationship between written and oral language
R.8.K.2	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)
R.8.K.3	Apply knowledge of letter and word
R.8.K.4	Apply knowledge of first and last (i.e., letter, sounds, words, etc.)
R.8.K.5	Track known print using one-to-one correspondence
R.8.K.6	Identify the front cover and back cover of a book
R.8.K.7	Identify what an author does and what an illustrator does

**(5) Enduring Understanding: Hearing and saying sounds in words helps students learn to read and write.**

## 5A. Essential Question: How does hearing and saying sounds in words help me learn to read and write?

R.8.K.8	Identify and produce oral rhymes
R.8.K.9	Segment oral language into sentences and words
R.8.K.10	Identify and work with syllables, onsets, rimes in spoken words

R.8.K.11	Isolate individual phonemes in a word
R.8.K.12	Recognize like phonemes in different words (phoneme identity)
R.8.K.13	Categorize words with like and unlike phonemes
R.8.K.14	Blend separate phonemes orally into one-syllable words
R.8.K.15	Segment individual phonemes orally in one-syllable words

**(6) Enduring Understanding: Good readers learn to use strategies to understand text.**

**6A. Essential Question: What strategies do good readers use to understand text?**

OV.2.K.4	Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording
OV.2.K.5	Listen to a variety of texts from various cultures read aloud every day
OV.2.K.6	Listen for specific information
<b>USING PRIOR KNOWLEDGE TO MAKE MEANING</b>	
R.9.K.1	Preview the selection and use prior knowledge to make reasonable predictions
<b>USING CONNECTIONS TO MAKE MEANING</b>	
R.9.K.2	Make connections from text to self during read aloud
R.9.K.3	Make connections from text to text during read aloud
<b>USING VISUALIZATION TO MAKE MEANING</b>	
R.9.K.4	Form a mental picture from text read by the teacher, including story elements or descriptions
<b>USING QUESTIONING AND MONITORING TO MAKE MEANING</b>	
R.9.K.5	Ask and answer questions about the text
R.9.K.6	Ask and answer questions in response to what is heard or read
<b>USING INFERENCES TO MAKE MEANING</b>	
R.9.K.7	Predict what will happen next in a text
R.9.K.8	Predict repetitive text
R.9.K.9	Use pictures to make predictions about the content
<b>DETERMINING IMPORTANCE TO MAKE MEANING</b>	
R.11.K.18	Retell a favorite story using appropriate rhythm, pace, phrasing, and intonation
R.9.K.10	Retell stories and events using beginning, middle, and end
OV.1.K.7	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts
OV.1.K.8	Participate in a variety of speaking activities, including shared reading, oral retelling and dramatizations
OV.1.K.9	Accept contributions of teacher to improve speaking performance
R.9.K.11	Identify the topic or main idea of a selection
<b>SUMMARIZING AND SYNTHESIZING FOR MEANING</b>	
R.9.K.12	Use a few details to retell a simple story with a beginning, middle, and end
R.9.K.13	Create art work and/or a simple written response that shows comprehension of a story
R.9.K.14	Discuss reading with others

**(7) Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge, and reading.**

**7A. Essential Question: What are some times for reading different types of texts?**

R.10.K.1	Read daily
R.10.K.4	Demonstrate knowledge of the content of the works of a single author
R.10.K.5	Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud

R.10.K.7	Select familiar books to read from a variety of sources, including classroom, home, and school library
R.10.K.9	Read a variety of simple repetitive texts, including poetry and nursery rhymes
R.10.K.13	Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme
R.10.K.15	Read labels and environmental print
R.10.K.16	Identify common signs and logos

**(8) Enduring Understanding: Authors use many different forms of writing to convey their message.**

**8A. Essential Question: How do I examine and respond to different forms of writing?**

W.5.K.6	Respond by writing or drawing pictures to stories read aloud
R.10.K.3	Distinguish different forms of text, such as story or informational
R.10.K.6	Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses
R.10.K.8	Identify the topics of nonfiction selections read aloud
R.10.K.10	Engage in literature (stories, songs, plays and poems, etc.)
R.10.K.12	Discuss beginning, middle, and end from books read aloud
R.10.K.14	Discuss familiar poems, nursery rhymes, and finger plays to determine meaning
OV.1.K.2	Focus on audience
OV.1.K.3	Express ideas in complete sentences when speaking
OV.1.K.4	Make appropriate comments about the ideas of others
OV.1.K.6	Participate in discussions about a variety of topics, including books and personal experiences
OV1.K.9	Accept contributions of teacher to improve speaking performance
OV.2.K.1	Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact, and maintaining attention)
OV.2.K.2	Listen for a purpose

**(9) Enduring Understanding: Readers use strategies to problem solve unknown words.**

**9A. Essential Question: What strategies do good readers use to problem solve new words?**

R.11.K.1	Use context clues to predict text (i.e., pictures, repetitive texts)
R.11.K.3	Understand that a predictable relationship exists between written letters and spoken sounds
R.11.K.4	Identify Upper- and lower-case letters fluently
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IR.12.K.1	Label objects and places
IR.12.K.2	Understand the use of the library and access appropriate materials
IR.12.K.3	Use both print and non-print classroom resources for information
IR.12.K.4	Share information about a topic