

|              | Trimester 1  | Trimester 2   | Trimester 3  |
|--------------|--|---|--|
| FOUNDATIONAL | <p><b>FOUNDATIONAL SKILLS</b></p> <p><i>Print Concepts</i>-RFS.K.1</p> <ul style="list-style-type: none"> <li>Directionality of print-1a</li> <li>Speech to print-1b, Words in print-spacing-1 to 1-1c</li> <li><b>Letters</b> (upper and lower)-rec. and name-1d</li> </ul> <p><i>Phonological Awareness</i>-RFS.K.2</p> <ul style="list-style-type: none"> <li><b>Rhymes</b>-recognize and produce-2a</li> </ul> <p><i>Phonics/Spelling</i>- RFS.K.3</p> <ul style="list-style-type: none"> <li><b>Consonant Sounds</b>-3a</li> <li>High Frequency Words-3c</li> <li>Write letters-L.K.2, L.K.1</li> <li>Fluency-Read emergent texts with under. RFS.K.4</li> </ul>  | <p><b>FOUNDATIONAL SKILLS</b></p> <p><i>Print Concepts</i>-RFS.K.1</p> <ul style="list-style-type: none"> <li>Words in print-1c</li> <li><b>Letters</b> (upper and lower)-rec. and name-1d</li> </ul> <p><i>Phonological Awareness</i>-In Spoken Words-RFS.K.2</p> <ul style="list-style-type: none"> <li><b>Syllables</b>-count, pronounce, blend, segment-2b</li> <li>Onsets-rimes-blend, segment single-syllable -2c</li> </ul> <p><i>Phonics/Spelling</i>-Letter/Sound correspondence</p> <ul style="list-style-type: none"> <li><b>Consonant Sounds</b>-3a</li> <li><b>High Frequency Words</b>-3c</li> <li>Write letters-L.K.2, L.K.1</li> <li>Fluency-Read emergent text with under. -RFS.K.4</li> </ul>   | <p><b>FOUNDATIONAL SKILLS</b></p> <p><i>Phonological Awareness</i>-RFS.K.2</p> <ul style="list-style-type: none"> <li><b>Phonemes</b>-Isolate and pronounce sounds in three-phoneme (CVC) words-2d (not ending in /l/r/x/)</li> <li>Phonemes-Add or substitute sounds in one syllable words to make new words-2e</li> </ul> <p><i>Phonics/Spelling</i>-RFS.K.3, L.K.2</p> <ul style="list-style-type: none"> <li><b>Vowels Sounds</b>-long and short-3b</li> <li><b>Read and Spell CVC</b> words phonetically-LK.2.C/D</li> <li><b>High Frequency Words</b>-3c</li> <li><b>Fluency</b>-Read emergent-reader texts with understanding-RFS.K.4</li> </ul>  |
|              | <p style="text-align: center;"><b>LITERARY</b></p> <p><b>NEW READING-with prompting/support</b></p> <ul style="list-style-type: none"> <li><b>Retell w/ Key details</b>-RL.K.2</li> <li><b>Major events, Characters, Setting</b>-RL.K.3</li> <li>Illustrations and story-RL.K.7</li> <li>Compare &amp; Contrast-Characters-RL.K.9</li> <li>Recognize common text types (stories, poems)-RL.K.5</li> <li>Name author, illustrator, define the role of each in telling the story-RL K.6, RI K.6</li> </ul>   | <p style="text-align: center;"><b>INFORMATIONAL-Non-Literary</b></p> <p><b>NEW READING-with prompting/support</b></p> <ul style="list-style-type: none"> <li><b>Compare/Contrast Two Texts-same topic</b>-RI.K.9</li> <li>Main Topics-RI.K.2</li> <li>Retell w/ Key details-RI.K.2</li> <li>Relationship btw Illustrations and text-RI.K.7</li> <li>Reasons author gives to support points-RI K.8</li> <li>Identify the front cover, back cover, title page-RI K.5</li> </ul>   | <p style="text-align: center;"><b>INFORMATIONAL TEXT-Literary</b></p> <p><b>NEW READING-with prompting/support</b></p> <ul style="list-style-type: none"> <li><b>Main Topic</b>-RI.K.2</li> <li><b>Retell w/ Key details</b>-RI.K.2</li> <li>Connection btw two events, ideas, individuals, or information within a text-RI.K.3</li> <li>Compare Contrast Two Texts-same topic-RI.K.9</li> </ul>   |
| READING      | <p><b>ON-GOING READING</b></p> <ul style="list-style-type: none"> <li><b>Ask and answer questions about key details and unknown words in a text to confirm understanding and request clarification</b>-SL.K.2, RL.K.1, RI.K.2 -RL K.4, RI K.4</li> <li><b>Actively engage in group reading activities with purpose and understanding</b>-RL K.10, RI K.1</li> <li><b>Participate in collaborative conversations</b> with peers and adults in small and large groups and rules for discussion (e.g., listening, taking turns)-SLK.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>-L K.4</li> <li>Expand complete sentences in shared language activities-LK.1f, Use words and phrases acquired through being read to and responding to texts-LK.</li> </ul> |   |  |
|              | <p style="text-align: center;"><b>Foundational</b></p> <p><b>NEW WRITING-Foundational</b></p> <ul style="list-style-type: none"> <li><b>Print upper and lowercase letters</b>-LK.1a</li> <li>Write letter/s for most consonants and short vowel sounds LK. 2c and spell simple words phonetically-LK. 2d</li> <li>Composing with pictures</li> </ul>   | <p style="text-align: center;"><b>Opinion /Informative</b></p> <p><b>NEW WRITING- with guidance and support</b></p> <ul style="list-style-type: none"> <li><b>Opinion</b>-drawing, dictating and writing-w.K.1                             <ul style="list-style-type: none"> <li><b>Topic or name of book</b></li> <li><b>Opinion</b></li> <li>Conduct shared research (e.g., authors) W.K.7</li> </ul> </li> <li><b>Informative</b>-drawing, dictating, writing-w.K.2                             <ul style="list-style-type: none"> <li>Topic, Information – facts, events, details</li> </ul> </li> <li><b>Conventions of capitalization when writing</b>-LK.2                             <ul style="list-style-type: none"> <li><b>Capitalize</b> first word in sentence and I-a</li> </ul> </li> </ul> | <p style="text-align: center;"><b>Informative/ Narrative</b></p> <p><b>NEW WRITING- with guidance and support</b></p> <ul style="list-style-type: none"> <li><b>Informative</b>-drawing, dictating, writing-w.K.2                             <ul style="list-style-type: none"> <li><b>Topic, Information</b> – facts, events, details</li> </ul> </li> <li><b>Narrative</b>-drawing, dictating, writing-w.K.3                             <ul style="list-style-type: none"> <li><b>Center focus-single event/s</b></li> <li><b>Sequence of events</b></li> <li>Reaction</li> </ul> </li> </ul> <p>Add drawings for additional detail- SL K.5</p> <ul style="list-style-type: none"> <li><b>Conventions of end punctuation in writing</b>-L.K.2</li> </ul> |
| WRITING      | <p><b>ON-GOING WRITING- with guidance and support</b> (across content areas)</p> <ul style="list-style-type: none"> <li>Respond to questions-suggestions from peers, add details to strengthen writing as needed-wk.5</li> <li>Explore a variety of digital tools to produce and publish writing, in collaboration with peers-wk.6</li> <li>Recall information from experiences or gather information from provided sources to answer a question-wk.8</li> </ul>   |   |  |