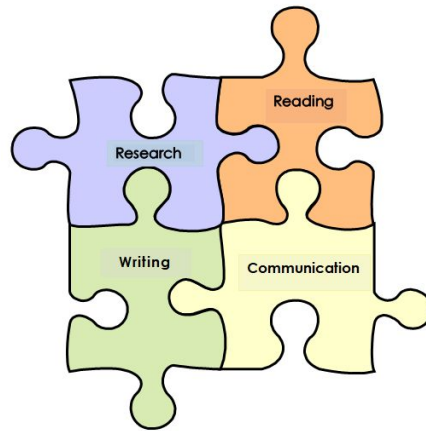


# Kindergarten English Curriculum & Pacing Guide



**Amherst County Public Schools**  
Every Child Every Day

## Teacher Notes

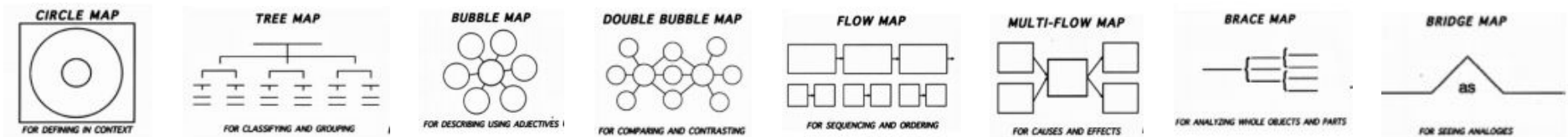
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


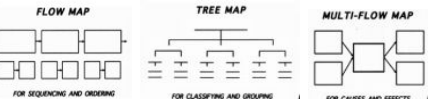
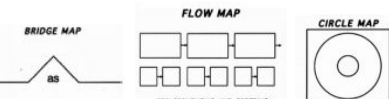
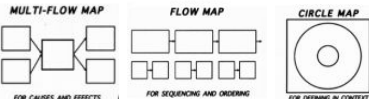
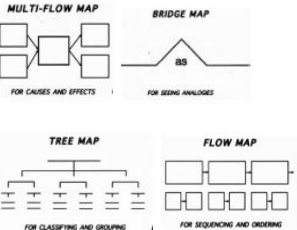
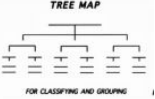
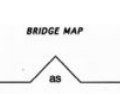
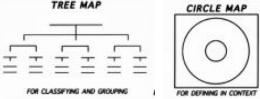
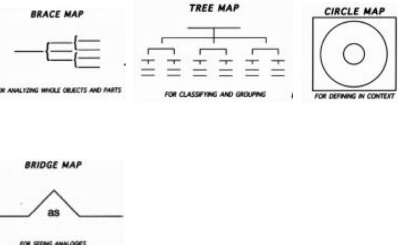
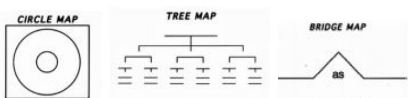
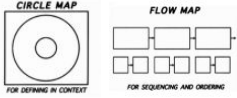
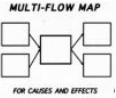
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
			
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
			
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
			

\*All resources and products listed within this document are for guidance purposes.

## Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

**Phonological awareness** is the term used to describe a student’s understanding that spoken words consist of sounds. Students who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).

**Blend** - putting speech sound units (phonemes) together to make a word (e.g., /m/- /a/-/n/ → man).

**Segment** - break spoken words into individual sounds (e.g., man → /m/- /a/- /n/).

**Syllables** are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced, the mouth opens and closes.

**Phonemes** are the smallest units of sound in spoken language.

**Onsets** are speech sounds (/b/, /c/, /f/, /h/) before a vowel.

**Rimes** are comprised of the vowel and what follows (e.g., -at, -it, -op).

**Concept of word** - A firm concept of word requires students to have an automatic knowledge of letter sounds, to be able to isolate consonant sounds at the beginning of words in context, and to remember previously viewed words from text.

**Digraph** is the spelling of one sound using two letters. Digraphs can spell consonant sounds (e.g., sh, ch, th, ng) or vowel sounds (e.g., ai, ay, ee, ea, oo, ow, ey, oi, oy, au, aw).

**Narrative writing** - sharing events and telling stories

**Informational Writing** - informing others and making reports

**Functional Writing** - labeling and making lists

## NINE WEEKS 1

**Division Required Assessments:** PALS, ACPS Writing Prompt (Narrative), ACPS Reading Tier Rubric

**Ongoing Assessments:** Common Assessments, PALS Quick Checks, Phonemic Awareness Progress Monitoring

<b>THEME:</b> Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies <b>SKILLS TARGETED:</b> N/A <b>STRATEGY FOCUS:</b> Making Connections, Predicting, Visualizing, Summarizing, Determine Importance, Questioning, Self Monitoring <b>APPROXIMATE TIME:</b> 2 Weeks					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a</b> Listen actively and speak using agreed-upon rules for discussion.</p> <p><b>K.1h</b> Follow one-and two-step directions</p> <p><b>K.1j</b> Work respectfully with others.</p> <p><b>K.2a</b> Listen and respond to a variety of text and media.</p> <p><b>K.2b</b> Participate in a variety of oral language activities, including choral and echo speaking and recitation.</p>	<p><b>K.3b</b> Identify and produce words that rhyme. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.4a</b> Hold print materials in the correct position.</p> <p><b>K.4b</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>K.5d</b> Read his/her name and commonly used high-frequency words.</p> <p><b>K.7b</b> Increase vocabulary by listening to a variety of texts read aloud.</p> <p><b>K.8a</b> Identify the role of an author and an</p>	<p><b>K.10b</b> Print his/her first and last names.</p> <p><b>K.11a</b> Differentiate pictures from writing.</p> <p><b>K.11g</b> Share writing with others.</p>		<p><u>Comprehension Connections: Bridges to Strategic Reading</u> by Tanny McGregor</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 1-2</b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><b>Whole Group Texts Connection:</b>  <i>Scaredy Squirrel</i> by Melanie Watt  <b>Prediction:</b></p>	<p>Create a collaborative anchor chart or thinking map to review each strategy.</p>

	illustrator.			<p><i>A Visitor for Bear</i> by Bonny Becker</p> <p><u>Visualizing:</u> <i>The Listening Walk</i> by Paul Showers</p> <p><u>Summarizing:</u> <i>Inch by Inch</i> by Leo Lionni</p> <p><u>Determine Importance:</u> <i>The Old Woman Who Named Things</i> by Cynthia Rylant</p> <p><u>Questioning:</u> <i>Mrs. Chicken and the Hungry Crocodile</i> by Won-Ldy Paye</p> <p>VDOE Elementary Reading Early Literacy Instructional Strategies <a href="http://www.doe.virginia.gov/instruction/english/elementary/reading/early_literacy_strategies.shtml">http://www.doe.virginia.gov/instruction/english/elementary/reading/early_literacy_strategies.shtml</a></p> <p>ACPS Literacy Plan</p> <p>Applied Literacy Website <a href="https://appliedliteracy.wordpress.com">https://appliedliteracy.wordpress.com</a></p> <p>Comprehension Songs <a href="https://drive.google.com/open?id=1iqWZME08Bsk2USeqJ-K9BaABkjrNOnl">https://drive.google.com/open?id=1iqWZME08Bsk2USeqJ-K9BaABkjrNOnl</a></p>	
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**THEME:** Friendship

**SKILLS TARGETED:**

Relate Previous Experiences

Make/Confirm Predictions

**STRATEGY FOCUS:** Making Connections/Predicting

**APPROXIMATE TIME:** 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a,h,j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.1c</b> Initiate Conversations</p> <p><b>K.1e</b> Listen and speak in informal conversations with peers and adults.</p> <p><b>K.2a-b</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i></p>	<p><b>K.3b</b> Identify and produce words that rhyme. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.4a-b</b> The student will understand how print is organized and read. <i>(continued)</i></p> <p><b>K.4c</b> Distinguish between print and pictures.</p> <p><b>K.4d</b> Follow words from left to right and from top to bottom on a printed page.</p> <p><b>K.5d</b> Read his/her name and commonly used high-frequency words.</p> <p><b>K.6a</b> Identify and name the capital and lowercase letters of the alphabet. <i>(Refer to ACPS Literacy Plan)</i></p>	<p><b>K.10a</b> Print capital and lowercase letters of the alphabet independently. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.10b</b> Print his/her first and last names.</p> <p><b>K.11a</b> Differentiate pictures from writing.</p> <p><b>K.11b</b> Use prewriting activities to generate ideas including drawing pictures.</p> <p><b>K.11g</b> Share writing with others.</p>	<p><b>K.12a</b> Generate topics of interest.</p>	<p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 3-5</b></p> <p>Phonemic Awareness Supplemental Curriculum Website <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Reading A-Z</u> <i>Abby and Zots</i> <i>Bear and Kangaroo</i> <i>Best of Friends</i></p> <p><b>Whole Group Texts</b> <u>Fiction:</u> <i>Rainbow Fish</i> by Marcus Pfister <i>My Friend Rabbit</i> by Eric Rohmann <i>Frog and Toad</i> by Arnold Lobel <i>Bear's New Friend</i> by Karma Wilson <i>Friends Go Adventuring</i> by Helme Heine</p>	<p>Draw a picture of your experience relating to the character in the book.</p> <p>Draw a picture of what you think is going to happen next and tell why you think it will happen.</p> <p>As a class research the types of games that people like to play with friends. Have each student draw a picture of a type of game and make a class book.</p> <p>Draw a picture of one way that you can be a friend.</p> <p>Create a circle map listing all of the ways that you can be a friend and create a class book with each child writing a page.</p>

	<p><b>K.7b</b> Increase vocabulary by listening to a variety of texts read aloud. <i>(continued)</i></p> <p><b>K.7d</b> Ask about words not understood.</p> <p><b>K.8a</b> Identify the role of an author and an illustrator. <i>(continued)</i></p> <p><b>K.8b</b> Relate previous experiences to what is read.</p> <p><b>K.8c</b> Use pictures to make predictions.</p> <p><b>K.9a</b> Use pictures to identify topic and make predictions.</p>			<p><i>Alexander and the Wind-Up Mouse</i> by Leo Lionni  <i>My New Friend is so Fun</i> by Mo Willems  <i>Big Al</i> by Andrew Clements  <i>Enemy Pie</i> by Derek Munson  <i>Just My Friend and Me</i> by Mercer Mayer  <i>The Recess Queen</i> by Alexis O'Neill</p> <p><u>Non-Fiction:</u>  <i>The Juice Box Bully</i> by Bob Sornson  <i>How to Be a Friend</i> by Laurene Krasny  <i>Friends at School</i> by Rochelle Bunnett</p> <p><u>Poems:</u>  <i>With a Friend</i> by Vivian Gould  <a href="http://www.tooter4kids.com/Friendship/poems.htm">http://www.tooter4kids.com/Friendship/poems.htm</a>  <i>Friendship's Rule</i> by M. Ford in <i>Poetry Place Anthology</i></p> <p><u>Videos:</u>  Friends Song by Singing Walrus:  <a href="https://www.youtube.com/watch?v=bVCKj0T9-gc">https://www.youtube.com/watch?v=bVCKj0T9-gc</a>  What Is a Friend? by Sesame Street:  <a href="https://www.youtube.com/watch?v=iPux6QAKBdc">https://www.youtube.com/watch?v=iPux6QAKBdc</a></p>	<p>As a class discuss the characteristics of a friend vs. not a good friend and make an anchor chart.</p>
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**THEME:** Cooperation

**SKILLS TARGETED:**

Relate Previous Experiences

Make/Confirm Predictions

**STRATEGY FOCUS:** Making Connections/Predicting

**APPROXIMATE TIME:** 3 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a,c,e,h,j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.1b</b> Express ideas in complete sentences and express needs through direct requests.</p> <p><b>K.1d</b> Follow implicit rules for conversation, including taking turns and staying on topic.</p> <p><b>K.2a-b</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i></p>	<p><b>K.3b</b> Identify and produce words that rhyme. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.3e</b> Identify words according to shared beginning and/or ending sounds.</p> <p><b>K.4a-d</b> The student will understand how print is organized and read. <i>(continued)</i></p> <p><b>K.4e</b> Match voice with print.</p> <p><b>K.5a</b> Identify common signs and logos.</p> <p><b>K.5d</b> Read his/her name and commonly used high-frequency words. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.6a</b> Identify and name the capital and</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued)</i> <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.11a,b,g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p> <p><b>K.11c</b> Use letters to phonetically spell words that describe pictures or experiences.</p>	<p><b>K.12a</b> Generate topics of interest.</p>	<p><u>Possible Topics to Include:</u> Community Helpers Rules Teamwork Solving Problems Good Citizen</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 6-8</b></p> <p>Phonemic Awareness Supplemental Curriculum Website <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a> <u>Reading A-Z</u> <i>Maria Joins the Team</i> <i>The Queen Ant's Birthday</i> <i>The Ship of Shapes</i> <i>The Team</i> <i>We Make Good Choices</i></p>	<p>Draw a picture of your experience relating to the character in the book.</p> <p>Draw a picture of what you think is going to happen next and tell why you think it will happen.</p> <p>Make a class book of ways that you can cooperate with each other.</p> <p>Make anchor charts for center rules and cooperating with classmates.</p> <p>Create a classroom mural in which each child completes one part and have students share what they drew and why.</p> <p>Participate in class</p>

	<p>lowercase letters of the alphabet. (Refer to ACPS Literacy Plan)</p> <p><b>K.6b</b> Match <b>consonant</b>, short vowel, and initial consonant digraph sounds to appropriate letters. (Refer to ACPS Literacy Plan)</p> <p><b>K.7a</b> Discuss meanings of words</p> <p><b>K.7b,d</b> The student will expand vocabulary and use of word meanings. (continued)</p> <p><b>K.7e</b> Use number words</p> <p><b>K.7f</b> Use nouns to identify and name people, places, and things</p> <p><b>K.8a</b> Identify the role of an author and an illustrator.</p> <p><b>K.8b</b> Relate previous experiences to what is read.</p> <p><b>K.8c</b> Use pictures to make predictions.</p> <p><b>K.9a</b> Use pictures to identify topic and make predictions.</p>			<p><b>Whole Group Texts</b></p> <p><u>Fiction:</u>  <i>Bat's Big Game</i> by Margaret MacDonald  <i>Franklin Plays the Game</i> by Paulette Bourgeois  <i>Duck in the Truck</i> by Jez Alborough  <i>Swimmy</i> by Leo Lionni  <i>Duck and Goose</i> by Tad Hills  <i>The Little Red Hen</i> by Lucinda McQueen  <i>Stone Soup</i> by Marcia Brown  <i>Farmer Duck</i> Martin Waddell  <i>Seven Blind Mice</i> by Ed Young  <i>No David!</i> by David Shannon</p> <p><u>Non-Fiction:</u>  <i>What If Everybody Did That?</i> by Ellen Javernick  <i>I Can Cooperate!</i> by David Parker</p> <p><u>Videos:</u>  <i>Cooperation, Song</i> by Sesame Street:  <a href="https://www.youtube.com/watch?v=94klgOOoX5c&amp;index=2&amp;list=PLiPpVgGOeEonVsx42CUvpxs-vE4lp45ck">https://www.youtube.com/watch?v=94klgOOoX5c&amp;index=2&amp;list=PLiPpVgGOeEonVsx42CUvpxs-vE4lp45ck</a>  <i>Cooperation Song</i> by The Higgaleos:  <a href="https://www.youtube.com/watch?v=UmJfAH1XYk">https://www.youtube.com/watch?v=UmJfAH1XYk</a></p>	<p>discussions about rules and the consequences of following or breaking rules.</p> <p>Draw a picture of what you want to be when you grow up related to one of the community helpers in the text.</p>
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## NINE WEEKS 2

**Division Required Assessments:** Fountas and Pinnell Running Records, ACPS Writing Prompt (Narrative), ACPS Reading Tier Rubric

**Ongoing Assessments:** Common Assessments, PALS Quick Checks, Phonemic Awareness Progress Monitoring

<b>THEME:</b> Patriotism <b>SKILLS TARGETED:</b> Ask and Answer Questions Character Setting <b>STRATEGY FOCUS:</b> Questioning <b>APPROXIMATE TIME:</b> 2 Weeks					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-e,h,j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.1f</b> Discuss various texts and topics collaboratively and with partners.</p> <p><b>K.1g</b> Use voice level, phrasing, and intonation appropriate for various language situations.</p> <p><b>K.1i</b> Ask how and why questions to seek help, get information, or clarify information.</p>	<p><b>K.3a</b> Begin to discriminate between spoken sentences, words, and syllables. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.3b,e</b> The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. <i>(continued)</i></p> <p><b>K.3c</b> Blend and segment multisyllabic words at the syllable level.</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued) (Refer to ACPS Literacy Plan)</i></p> <p><b>K.11a-c,g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p>	<p><b>K.12b</b> Generate questions to gather information.</p>	<p>Possible Topics to Include:                      Patriotic Symbols                      Veterans Day                      Independence Day                      Pledge of Allegiance                      President</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 9-10</b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p>	<p>Show visuals of American symbols from text features and have students develop questions about the symbols. Record the questions and find answers during and after reading.</p> <p>Have students choose one question to write and draw about. Have students explain why readers ask questions while reading.</p>

<p><b>K.2a-b</b> The student will demonstrate growth in oral, early literacy skills (<i>continued</i>).</p>	<p><b>K.4a-e</b> The student will understand how print is organized and read. (<i>continued</i>)</p> <p><b>K.5a,d</b> The student will demonstrate an understanding that print conveys meaning. (<i>continued</i>) (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.5b</b> Explain that printed materials provide information.</p> <p><b>K.6a</b> Identify and name the capital and lowercase letters of the alphabet. (<i>continued</i>) (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.6b</b> Match <b>consonant</b>, short vowel, and initial consonant digraph sounds to appropriate letters. (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.6c</b> Demonstrate a speech-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.6d</b> Identify initial consonant sounds in one-syllable words.</p>			<p><u>Reading A-Z</u> <i>American Symbols</i></p> <p><u>Epic</u> <i>You're A Grand Old Flag</i> by George Cohen <i>Holidays: Veterans Day</i> by Rebecca Pettiford <i>American Symbols Collection</i></p> <p><b>Whole Group Texts</b> <u>Fiction:</u> <i>Red, White, and Boom</i> by Lee Wardlaw <i>Apple Pie Fourth of July</i> by Janet Wong</p> <p><u>Non-Fiction:</u> <i>The Flag We Love</i> by Pam Ryan <i>O, Say Can You See?</i> by Sheila Keenan <i>The Liberty Bell</i> by Lloyd Douglas <i>A is for American</i> by Devin Scillian <i>Blue Sky White Stars</i> by Sarvinder Naberhaus</p> <p><u>Poems:</u> <i>Our Flag</i> by Sue Brown in <i>Holiday Piggyback Songs</i></p> <p><u>Videos:</u> <i>Virtual Field Trip: The Statue of Liberty:</i> <a href="https://www.youtube.com/watch?v=FEaGmv8cN7w">https://www.youtube.com/watch?v=FEaGmv8cN7w</a></p>	<p>Have students create their own flag or symbol and with a partner, ask and answer each other's questions about the symbol.</p> <p>Choose a symbol from reading and brainstorm additional questions to use for research. Have students share facts by creating a presentation.</p>
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	<p><b>K.7a,b,d,e,f</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.7c</b> Use vocabulary from other content areas.</p> <p><b>K.8a-c</b> The student will demonstrate comprehension of fictional texts. <i>(continued)</i></p> <p><b>K.8d</b> Ask and answer questions about what is read.</p> <p><b>K.9a</b> The student will demonstrate comprehension of nonfiction texts. <i>(continued)</i></p> <p><b>K.9c</b> Ask and answer questions about what is read.</p>			<p><i>U.S. Symbols Song:</i>  <a href="https://www.youtube.com/watch?v=eaOV8bGQPCY">https://www.youtube.com/watch?v=eaOV8bGQPCY</a></p>	
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**THEME:** Changes  
**SKILLS TARGETED:**  
 Ask and Answer Questions  
 Character  
 Setting  
 Beginning, Middle, and End  
**STRATEGY FOCUS:** Questioning/Summarizing/Determine Importance  
**APPROXIMATE TIME:** 3 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-b</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p> <p><b>K.2c</b> Tell stories orally.</p>	<p><b>K.3a-c,e</b> The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. <i>(continued)</i></p> <p><b>K.3d</b> Blend and segment one syllable words into phonemes including onset and rime.</p> <p><b>K.4a-e</b> The student will understand how print is organized and read. <i>(continued)</i></p> <p><b>K.5b,d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.5c</b> Read and explain own writing and drawings.</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.11a-c,g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p> <p><b>K.11d</b> Write left-to-right and top-to-bottom.</p>	<p><b>K.12b</b> Generate questions to gather information. <i>(continued)</i></p>	<p><u>Possible Topics to Include:</u>            Seasons/Weather            Family Changes            Apples            Pumpkins            Communities            People/Feelings            Water            Past and Present</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 11-13</b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Reading A-Z</u>  <i>Fall</i>  <i>Spring and Fall</i>  <i>What Season Is It?</i></p>	<p>Read a book in which the character changes and have students ask questions about the characters feelings and how they changed.</p> <p>Students develop a flow map to summarize characters changes and share why the character changed.</p> <p>Students create the life cycle of an apple/pumpkin using facts of information learned from asking questions while reading. Use the life cycle to present to another student about change and how it occurs.</p>

	<p><b>K.6a,c,d</b> The student will develop and understanding of basic phonetic principles. <i>(continued) (Refer to ACPS Literacy Plan)</i></p> <p><b>K.6b</b> Match <b>consonant</b>, short vowel, and initial consonant digraph sounds to appropriate letters. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.7a-d</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.7h</b> Use verbs to identify actions.</p> <p><b>K.8d</b> Ask and answer questions about what is read.</p> <p><b>K.8e</b> Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p> <p><b>K.9c</b> Ask and answer questions about what is read.</p>			<p><i>All About Spiders</i></p> <p><u>Epic</u> Weather Collection <i>Spiders</i> by Laura Marsh <i>Bats</i> by Elizabeth Carney <i>Apples for Everyone</i> by Jill Esbaum <i>Seed, Sprout, Pumpkin, Pie</i> by Jill Esbaum</p> <p><b>Whole Group Texts</b> <u>Fiction:</u> <i>The Biggest Pumpkin Ever</i> by Steven Kroll <i>Clifford's First Autumn</i> by Norman Bridwell <i>It's Pumpkin Time</i> by Zoe Hall <i>Stellaluna</i> by Janell Cannon <i>The Very Busy Spider</i> by Gail Gibbons <i>Thunder Cake</i> by Patricia Polacco</p> <p><u>Non-Fiction:</u> <i>The Seasons of Arnold's Apple Tree</i> by Gail Gibbons <i>How Do Apples Grow?</i> by Betsy Maestro <i>Apples</i> by Gail Gibbons <i>The Apple Pie Tree</i> by Zoe Hall <i>Apples and Pumpkins</i> by Anne Rockwell <i>The Pumpkin Book</i> by Gail Gibbons <i>Bats</i> by Gail Gibbons <i>Spiders</i> by Gail Gibbons <i>Water as a Solid</i> by</p>	<p>Draw/Label which story elements can be found in the BME. Have students explain how the story plot flows.</p>
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				<p>Helen Frost  <i>What is the World Made Of?</i> by Kathleen Zoehfeld</p> <p><u>Videos:</u>  <i>The Seasons Song</i> by Have Fun Teaching:  <a href="https://www.youtube.com/watch?v=8Zjpl6fgYSY">https://www.youtube.com/watch?v=8Zjpl6fgYSY</a></p> <p><i>Apple Tree Life Cycle Animation</i> by Life For Beginners:  <a href="https://www.youtube.com/watch?v=chNwmpqSa78">https://www.youtube.com/watch?v=chNwmpqSa78</a></p>	
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**THEME:** Traditions  
**SKILLS TARGETED:**  
 Characters  
 Setting  
 Beginning, Middle, and End  
 Identify Topic  
**STRATEGY FOCUS:** Summarizing/Determine Importance/Predicting  
**APPROXIMATE TIME:** 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Pages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-c</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p> <p><b>K.2d</b> Participate in creative dramatics.</p>	<p><b>K.3a-e</b> The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. <i>(continued)</i></p> <p><b>K.4a-e</b> The student will understand how print is organized and read. <i>(continued)</i></p> <p><b>K.5b-d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6a,c,d</b> The student will develop and understanding of basic phonetic principles. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.11a-d,g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p>	<p><b>K.12b</b> Generate questions to gather information. <i>(continued)</i></p>	<p><u>Possible Topics to Include:</u>          Thanksgiving Day          Cultural Differences Celebrations  <i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 14-17</b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Reading A-Z</u>  <i>Carlos's First Thanksgiving</i>  <i>Maria's Thanksgiving</i>  <i>Mash the Potatoes</i>  <i>On Thanksgiving</i>  <i>Smells Like Thanksgiving</i>  <i>Christmas Cookies</i>  <i>Christmas Eve</i></p>	<p>Students draw/write the topic of the story read after reading. Explain/present what clues were used in the text.</p> <p>Students draw/write what happens in the beginning, middle, and end of a fiction story using a flow map and share with a partner how the story plot flows.</p> <p>Students can act out the story in groups using the BME flow map. Students can also create the characters (puppets) and draw the setting.</p> <p>Research traditions from reading and use the information learned to create a class book or poster about the</p>

	<p><b>K.6b</b> Match consonant, short vowel, and <b>initial consonant digraph sounds</b> to appropriate letters. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.7a-d</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.8e</b> Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p> <p><b>K.9a</b> Use pictures to <b>identify topic</b> and make predictions.</p>			<p><u>Epic</u>  <i>Let's Celebrate: Thanksgiving Day</i> by Barbara deRubertis  <i>Thanksgiving</i> by Lynn Peppas  <i>Fluffy's Thanksgiving</i> by Kate McMullan</p> <p><b>Whole Group Texts</b>  <u>Fiction:</u>  <i>A Turkey for Thanksgiving</i> by Eve Bunting  <i>A Plump and Perky Turkey</i> by Teresa Bateman  <i>Turkey Trouble</i> by Wendy Silvano  <i>Run, Turkey, Run!</i> by Diane Mayr</p> <p><u>Non-Fiction:</u>  <i>Thanksgiving</i> by Gail Gibbons  <i>Christmas Around the World</i> by Mary Lankford  <i>The Pilgrims First Thanksgiving</i> by Ann McGovern</p> <p><u>Videos:</u>  <i>Sesame Street Kids Talk About Holidays:</i>  <a href="https://www.youtube.com/watch?v=chNwmpqSg78">https://www.youtube.com/watch?v=chNwmpqSg78</a></p> <p><i>Schoolhouse Rock No More Kings:</i>  <a href="https://www.youtube.com/watch?v=WvOZs3g3qlo">https://www.youtube.com/watch?v=WvOZs3g3qlo</a></p>	<p>tradition. Share/present facts learned.</p>
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## NINE WEEKS 3

**Division Required Assessments:** PALS, ACPS Writing Prompt (Persuasive), ACPS Reading Tier Rubric

**Ongoing Assessments:** Common Assessments, PALS Quick Checks, Phonemic Awareness Progress Monitoring

<p><b>THEME:</b> Courage and Bravery  <b>SKILLS TARGETED:</b>            Ask and Answer Questions            Text Features            Characters            Setting            Beginning, Middle, and End  <b>STRATEGY FOCUS:</b> Questioning/Summarizing  <b>APPROXIMATE TIME:</b> 3.5 Weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-d</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p>	<p><b>K.3f</b> Blend sounds to make one-syllable words.</p> <p><b>K.4e</b> Match voice with print. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.5b-d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.11b-d,g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p> <p><b>K.11e</b> Compose simple sentences.</p> <p><b>K.11f</b> Begin each sentence with a capital letter and use ending punctuation.</p>	<p><b>K.12c</b> Identify pictures, texts, or people as sources of information.</p>	<p><u>Possible Topics to Include:</u>            Martin Luther King Jr. Day            President's Day (Washington's birthday)            Heroes</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 18-20</b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p>	<p>Show visual of a Famous American who exhibited courage/bravery. Use question word (who, what where, when, why) dice to develop a class list of questions about the person. Students can then draw/write the answer to one of the questions developed.</p>

	<p><b>K.6a,c,d</b> The student will develop and understanding of basic phonetic principles. <i>(continued) (Refer to ACPS Literacy Plan)</i></p> <p><b>K.6b</b> Match consonant, <b>short vowel</b>, and initial consonant digraph sounds to appropriate letters. <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.6e</b> Identify final consonant sounds in one-syllable words.</p> <p><b>K.7a-d</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.8d-e</b> The student will demonstrate comprehension of fictional texts. <i>(continued)</i></p> <p><b>K.9b</b> Identify text features specific to the topic, such as titles, headings, and pictures.</p> <p><b>K.9c</b> Ask and answer questions about what is read. <i>(continued)</i></p>			<p><u>Reading A-Z</u>  <i>Harriet Tubman</i>  <i>My First Class Play</i>  <i>Noise in the Night</i></p> <p><u>Epic</u>  <i>Little Heroes:</i>  <i>Courageous People</i>  <i>Who Changed the World</i> by Heidi Poelman  <i>Little Grey Donkey</i> by Nicole Snitselaar  <i>Brave Rooney</i> by Gerry Renert</p> <p><b>Whole Group Texts</b>  <u>Fiction:</u>  <i>Sheila Rae, The Brave</i> by Kevin Henkes  <i>The Little Engine that Could</i> by Watty Piper  <i>Where the Wild Things Are</i> by Maurice Sendak  <i>Rosie Revere, Engineer</i> by Andrea Beaty  <i>Iggly Peck Architect</i> by Andrea Beaty  <i>Courage</i> by Bernard Waber</p> <p><u>Non-Fiction:</u>  <i>The Story of Ruby Bridges</i> by Robert Coles  <i>The True Story of Pocahontas</i> by Lucille Penner</p> <p><u>Videos:</u>  <i>The Bravest Fish</i> by WizKid Campus:  <a href="https://www.youtube.com/watch?v=x9qCa0wntlY">https://www.youtube.com/watch?v=x9qCa0wntlY</a>  <i>Sesame Street; Bruno</i></p>	<p>Use a treemap to list text features and have students ask/answer questions about the feature and explain/share how text features help a reader.</p> <p>Create class book(s) summarizing the beginning, middle, and end of the story.</p> <p>Write a narrative about a time they were brave.</p> <p>Write a persuasive piece about why it is better to be brave instead of scared.</p> <p>Write a letter to someone who showed bravery and give examples of how bravery was shown. They could write to a character in text.</p>
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				<p><i>Mars: Don't Give Up:</i>  <a href="https://www.youtube.com/watch?v=pWp6kkz-pnQ">https://www.youtube.com/watch?v=pWp6kkz-pnQ</a></p>	
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<p><b>THEME:</b> Kindness  <b>SKILLS TARGETED:</b>          Relate Previous Experiences          Make/Confirm Predictions          Identify Topic  <b>STRATEGY FOCUS:</b> Making Connections/Predicting/Inference  <b>APPROXIMATE TIME:</b> 2.5 Weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-d</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p>	<p><b>K.3f</b> Blend sounds to make one-syllable words. <i>(continued)</i></p> <p><b>K.3g</b> Segment one-syllable words into individual phonemes.</p> <p><b>K.4e</b> Match voice with print. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.5c-d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6a,c,d,e</b> The student</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.11e-g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p>	<p><b>K.12c</b> Identify pictures, texts, or people as sources of information. <i>(continued)</i></p>	<p><u>Possible Topics to Include:</u>          Valentine's Day Caring</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 21-22</b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Reading A-Z</u>  <i>Mongo and Cutie</i></p> <p><u>Epic</u>  <i>Mr. Happy and Miss.</i></p>	<p>Write a framed thank you letter to someone who has been kind to you, thanking them for what they have done.</p> <p>Think, Pair, Share ways that you can be kind and then draw/write one of the ways that you and your partner discussed.</p>

	<p>will develop and understanding of basic phonetic principles. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6b</b> Match consonant, <b>short vowel</b>, and initial consonant digraph sounds to appropriate letters. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.7a, b</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.8b-c</b> The student will demonstrate comprehension of fictional texts. <i>(continued)</i></p> <p><b>K.9a</b> Use pictures to identify topic and make predictions. <i>(continued)</i></p>			<p><i>Grimm</i> Antonie Schneider  <i>Building Character: Showing Kindness</i> by Rebecca Pettiford</p> <p><b>Whole Group Texts</b>  <u>Fiction:</u>  <i>Each Kindness</i> by Jacqueline Woodson  <i>Somebody Loves You Mr. Hatch</i> by Eileen Spinelli  <i>Those Shoes</i> by Maribeth Boelts  <i>Enemy Pie</i> by Derek Munson  <i>Ordinary Mary's Extraordinary Deed</i> by Emily Pearson</p> <p><u>Non-Fiction:</u>  <i>What Does It Mean to Be Kind?</i> by Rana DiOrio  <i>Words Are Not for Hurting</i> by Elizabeth Verdick</p> <p><u>Videos:</u>  Storyline Online  <a href="http://www.storylineonline.net/books/somebody-loves-you-mr-hatch/">http://www.storylineonline.net/books/somebody-loves-you-mr-hatch/</a></p>	
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**THEME:** Fact vs. Fantasy

**SKILLS TARGETED:**

Beginning, Middle, and End

Character

Setting

Identify Topic

**STRATEGY FOCUS:** Visualizing/Determine Importance/Summarizing

**APPROXIMATE TIME:** 3 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-d</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p>	<p><b>K.3f-g</b> The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. <i>(continued)</i></p> <p><b>K.4e</b> Match voice with print. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.5c-d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6a,c,d,e</b> The student will develop and understanding of basic phonetic principles. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6b</b> Match consonant, <b>short vowel</b>, and initial</p>	<p><b>K.10a-b</b> The student will print in manuscript. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.11e-g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p>	<p><b>K.12c</b> Identify pictures, texts, or people as sources of information. <i>(continued)</i></p>	<p><u>Possible Topics to Include:</u>            Dr. Seuss books            Fairy Tales            Nursery Rhymes</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty  <b><u>Weeks 23-25</u></b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Epic</u>  <i>The Three Billy Goats Gruff</i> by George Bridge  <i>The Princess and the Pea</i> by Hans Christian Andersen  <i>Hansel and Gretel</i> by Harry Caminelli</p>	<p>Chunk a fiction book and without showing the students the pictures, have them stop and draw what they visualize after you read each part (beginning, middle, and end). When finished retell the story to a partner using your drawings. Then read the story showing the pictures and have a class discussion to confirm/revise drawings.</p> <p>Create a double bubble or Venn Diagram to compare/contrast facts and fantasy about a topic from reading. Use the map to have students write about the similarities and differences.</p> <p>Create a presentation with facts/fantasy about</p>

	<p>consonant digraph sounds to appropriate letters. <i>(continued)</i>  <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.7a-d</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.8e</b> Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. <i>(continued)</i>.</p> <p><b>K.9a,c</b> The student will demonstrate comprehension of nonfiction texts. <i>(continued)</i></p>			<p><b>Whole Group Texts</b></p> <p><u>Fiction:</u>  <i>The Three Little Pigs</i> by James Marshall  <i>The True Story of the Three Little Pigs</i> by Jon Scieszka  <i>Red Riding Hood</i> by James Marshall</p> <p><u>Non-Fiction:</u>  <i>Pig-Piggy-Pigs</i> by Bonnie  <i>Pig</i> by Cecilia Minden  <i>Wolves</i> by Laura Marsh</p> <p><u>Videos:</u>  <i>The Three Little Pigs Story:</i>  <a href="https://www.youtube.com/watch?v=CtP83CWOMwc">https://www.youtube.com/watch?v=CtP83CWOMwc</a></p> <p><i>Hog Genius:</i>  <i>Awesome Animals</i> by National Geographic:  <a href="https://www.youtube.com/watch?v=gybZTSZA">https://www.youtube.com/watch?v=gybZTSZA</a></p>	<p>the topic based on readings (factual information about a topic vs. fairy tale elements).</p>
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**Division Required Assessments:** PALS, ACPS Writing Prompt (Descriptive/Expository), ACPS Reading Tier Rubric  
**Ongoing Assessments:** Common Assessments, PALS Quick Checks, Phonemic Awareness Progress Monitoring

<p><b>THEME:</b> Perseverance/Determination  <b>SKILLS TARGETED:</b>  Identify Topic  Character  Setting  Beginning, Middle, and End  Relate Previous Experiences  <b>STRATEGY FOCUS:</b> Summarizing/Making Connections/Predicting  <b>APPROXIMATE TIME:</b> 3 Weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-d</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p>	<p><b>K.3g</b> Segment one-syllable words into individual phonemes. <i>(continued)</i></p> <p><b>K.4e</b> Match voice with print. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.5c-d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6a,c,d,e</b> The student will develop and</p>	<p><b>K.10a</b> Print capital and lowercase letters of the alphabet independently. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.11e-g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p>	<p><b>K.12d</b> Find information from provided sources.</p>	<p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b>Weeks 26-28</b></p> <p>Phonemic Awareness Supplemental Curriculum Website <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Reading A-Z</u>  <i>Let's Go to the Circus</i>  <i>Try, Try, Again</i>  <i>Being a Leftie</i></p> <p><u>Epic</u>  <i>Building Character:</i></p>	<p>Draw and write about a time when you have shown perseverance or determination like the character in the book.</p> <p>Read two books on perseverance or determination and then complete a double bubble map to show the similarities and differences between the two main characters. Use the map to have students write about the similarities and differences.</p>

	<p>understanding of basic phonetic principles. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.6b</b> Match consonant, <b>short vowel</b>, and initial consonant digraph sounds to appropriate letters. <i>(continued)</i> (Refer to ACPS Literacy Plan)</p> <p><b>K.7g</b> Use adjectives to describe location, size, color, and shape.</p> <p><b>K.8b,e</b> The student will demonstrate comprehension of fictional texts. <i>(continued)</i>.</p> <p><b>K.9a</b> Use pictures to identify topic and make predictions. <i>(continued)</i></p>			<p><i>Showing Perseverance</i> by Rebecca Pettiford <i>Anything is Possible</i> by Giulia Belloni</p> <p><b>Whole Group Texts</b> <u>Fiction:</u> <i>Are You My Mother?</i> by P.D. Eastman <i>A Chair for My Mother</i> by Vera Williams <i>Salt in His Shoes</i> by Deloris Jordan <i>Brave Irene</i> by William Steig <i>Amazing Grace</i> by Mary Hoffman <i>How to Catch a Star</i> by Oliver Jeffers</p>	
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**THEME:** Cycles and Systems  
**SKILLS TARGETED:**

Ask and Answer Questions  
 Character  
 Setting  
**STRATEGY FOCUS:** Questioning/Summarizing/Inferencing  
**APPROXIMATE TIME:** 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>K.1a-j</b> The student will build oral communication skills. <i>(continued)</i></p> <p><b>K.2a-d</b> The student will demonstrate growth in oral, early literacy skills <i>(continued)</i>.</p>	<p><b>K.3g</b> Segment one-syllable words into individual phonemes. <i>(continued)</i></p> <p><b>K.4e</b> Match voice with print. <i>(continued)</i> (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.5c-d</b> The student will demonstrate an understanding that print conveys meaning. <i>(continued)</i> (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.6a,c,d,e</b> The student will develop and understanding of basic phonetic principles. <i>(continued)</i> (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.6b</b> Match consonant, <b>short vowel</b>, and initial</p>	<p><b>K.10a</b> Print capital and lowercase letters of the alphabet independently. <i>(continued)</i> (Refer to <i>ACPS Literacy Plan</i>)</p> <p><b>K.11e-g</b> The student will write in a variety of forms to include narrative and descriptive. <i>(continued)</i></p>	<p><b>K.12d</b> Find information from provided sources. <i>(continued)</i></p>	<p><u>Possible Topics to Include:</u>        Life Cycles        Frogs        Butterflies        Plants        Circle Stories</p> <p><i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty <b><u>Weeks 29-32</u></b></p> <p>Phonemic Awareness Supplemental Curriculum Website  <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a></p> <p><u>Reading A-Z</u>  <i>The Butterfly Life Cycle</i>  <i>Butterfly Cafe</i>  <i>Welcome Back, Butterflies</i></p> <p><u>Epic</u>  <i>Caterpillar to Butterfly</i> by Laura Marsh  <i>A Frog's Life</i> by Ellen</p>	<p>Show students a page from the story that you are reading and ask students to think, pair, share with a partner one question that they have about that page. After reading have students share the answers to their questions.</p> <p>Present the class with a topic related to cycles and systems and have them develop questions/answers about that topic in a t-chart. As a class conduct research on that topic in which students can find the answers to their questions.</p> <p>Students will then create a individual</p>

	<p>consonant digraph sounds to appropriate letters. <i>(continued)</i>  <i>(Refer to ACPS Literacy Plan)</i></p> <p><b>K.7a-d</b> The student will expand vocabulary and use of word meanings. <i>(continued)</i></p> <p><b>K.8d-e</b> The student will demonstrate comprehension of fictional texts. <i>(continued)</i>.</p> <p><b>K.9c</b> Ask and answer questions about what is read. <i>(continued)</i></p>			<p>Lawrence  <i>Planets</i> by Elizabeth Carney</p> <p><b>Whole Group Texts</b>  <u>Fiction:</u>  <i>If You Give a Mouse a Cookie</i> by Laura Numeroff  <i>Round the Garden</i> by Omri Glaser  <i>If You Give a Moose a Muffin</i> by Laura Numeroff  <i>The Tiny Seed</i> by Eric Carle  <i>The Very Hungry Caterpillar</i> by Eric Carle  <i>Imogene's Antlers</i> by David Small</p> <p><u>Non-Fiction:</u>  <i>From Seed to Plant</i> by Gail Gibbons  <i>Seed to Plant</i> by Kristin Rattini</p>	<p>report on the selected topic using the questions and answers that they have developed.</p> <p>Have students write their own circle story using texts as a model.</p>
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\*Remaining days of instruction will be spent to review previously taught content.

## VDOE SKILL PROGRESSION CHARTS

## Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

### *Strand: Communication and Multimodal Literacies*

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P

Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P

Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P

## Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P

Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P



Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I	
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I	

## Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P

Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I

Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

## Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P

Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I	P

## Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P

Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	-	P