**Quarter 1 – Literacy Skills**

**Staggered Entry (Week 1)**

**Young Readers Explore the Wide World of Books in Community**  **(6 weeks)**

* We go on reading adventures in our learning community
* When readers go on adventures, what do they do when they enter the world of books?
* Readers do lots of work with pictures and words on their adventures
* Readers share with a buddy on their adventures
* In our community, we celebrate our book adventure

RLK.5 – Recognize common types of texts (e.g., storybooks, poems)

**RLK.10 – Actively engage in group reading activities with purpose and understanding.**

**RIK.5 – Identify the front cover, back cover, and title page of a book.**

**RIK.10 – Actively engage in group reading activities with purpose and understanding.**

**RFK.1 – Demonstrates understanding of the organization and basic features of print:**

a.        Follow words from left to right, top to bottom, and page by page.
b.        Recognize that spoken words are represented in written language by specific sequence of letters.

**Readers Think, Talk, and Read in Community (3 weeks)**

* Readers think and figure out how to read the story
* Readers work with a partner in community.  They help each other use strategies and make connections.
* Using stories they know really well, readers get creative

RLK.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RLK.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).**

**RFK.1 - Demonstrates understanding of the organization and basic features of print.**

c.        Understand that words are separated by spaces in print.
d.        Recognize and name all upper- and lowercase letters in the alphabet.

**Follow Letterland pacing based on Fast Track and assessments**

(Fast Track and  Section 2:  a to z Word Building – Lessons 19 – 42)

**Launching Writers’ Workshop (5 weeks)**

* Writers Learn Workshop Procedures that Supports Independence; they build stamina, volume and engagement.
* Oral storytelling & Immersion
* Writers Make Not Just pieces, But Books
* Writing Stories

**WK.2 – Use a combination of drawing, dictating, and writing to compose  informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**

**WK.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

**Telling Your Story in Pictures and Words (2 weeks)**

* Students will begin to understand small moments (write about things they do)
* Writing and drawing pictures on the pages of their stories
	+ Can I add more
	+ Heart of a story

**WK.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

WK.8 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LK.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.        Print many upper- and lowercase letters.
b.        Use frequently occurring nouns and verbs.

**The standards below may be observed and assessed within any content area throughout the day.**

**SLK.1a – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion.**

SLK.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.  (understand that pictures and words work together and details can be added to make it better)

SLK.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

LK.5a – With guidance and support from adults, explore word relationships and nuances in word meanings:  Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LK.5c – With guidance and support from adults, explore word relationships and nuances in word meanings.  Identify real-life connections between words and their use (e.g., note places at school are colorful).