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Mission Statement

Engage students in authentic literacy tasks maximizing student achievement by aligning grade-level benchmarks to appropriate instructional practices, materials, resources, and pacing.

Suggestions for Implementing Curriculum Guides

The role of the teacher is to:

- Teach students the Next Generation Standards as dictated by state law for their grade level,
- Implement the OCSD Comprehensive Balanced Literacy Model,
- Enhance the curriculum by using resources and instructional technology, and
- Differentiate instruction as needs are identified by assessments/progress monitoring.

In addition, teachers should:

- Collaborate with the reading leadership team to maximize school resources and expertise,
- Document questions and suggestions for improvement of the Curriculum Guide,
- Stay abreast of the Florida Department of Education website and Just Read, Florida!, and
- Provide students the opportunity to assess on-line textbooks.

Florida Department of Education

Common Core State Standards Initiative
http://www.corestandards.org/the-standards

Next Generation Sunshine State Standards:
http://www.floridastandards.org/homepage/index.aspx
OCSD Curriculum and Pacing Guide  ∞  Overview

This document provides a language arts curriculum and pacing guide. It is designed to help teachers efficiently pace the delivery of quality instruction for each nine-week period.

**Purpose:**
This guide was created by a team of grade-level teachers to correlate to the Common Core State Standards (CCSS) with the goal of providing teachers ready access to resources for teaching those new standards and a pace for accomplishing benchmark mastery.

**Description:**
The OCSD Language Arts Curriculum Guide specifies the language arts content to be covered within each nine-week instructional period. Their guide identifies Common Core Standards Benchmarks. Furthermore, it allows teachers to input information specific to their students or school needs.

- **Column One – Benchmark/Text Alignment**
  Lists the specific Benchmark by number and states the Benchmark
- **Column Two – Focus Skill**
  Generally based on the sequence of instruction as presented in the textbook adoption
- **Column Three – Progress Monitoring / Assessment**
  Provides teachers with myriad of assessment and monitory resources available
- **Column Four – Literacy Connection/Vocabulary/Reading**
  Suggests instructional activities, including media (DVD/Video/CD), websites, and student involvement tasks
- **Column Five – Open: Specific to Teacher/Grade/Subject/School**
  Serves as a placeholder for teachers to add information that is specific to their school’s or student’s needs

**NOTE:**
Language Arts Pacing Guide

Quarter One

Macmillan/McGraw-Hill Florida Treasures
Unit One, Smart Start: 3 weeks
Unit One, Families: 3 weeks
Unit Two, Friends: 3 weeks

LITERATURE
- **Key Ideas and Details**
  - K.RL.3
  - With prompting and support, identify characters, settings, and major events in a story.

- **Craft and Structure**
  - K.RL.4
  - Ask and answer questions about unknown words in a text.

- **Integration of Knowledge and Ideas**
  - K.RL.7
  - With prompting and support, describe the relationships between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **Range of Reading and Level of Text Complexity**
  - K.RL.10
  - Actively engage in group activities with purpose and understanding.

INFORMATIONAL TEXT
- **Key Ideas and Details**
  - K.RIT.2
  - With prompting and support, ask and answer questions about key details in a text.

- **Craft and Structure**
  - K.RIT.4
  - With prompting and support ask and answer questions about unknown words in a text.
  - K.RIT.5
  - Identify the front cover, back cover, and title page of a book.

- **Integration of Knowledge and Ideas**
  - K.RIT.7
  - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- **Range of Reading and Level of Text Complexity**
  - K.RIT.10
  - Actively engage in group reading activities with purpose and understanding.

(Quarter 1 continued next page)
FOUNDATIONAL SKILLS

- **Print Concepts**
  K.RFS.1
  Demonstrate 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 sequences of letters.
  c. Recognize and name all upper- and lowercase letters of the alphabet (as specified on the Quarter 1 Kindergarten Checklist and in the reading series).

- **Phonological Awareness**
  K.RFS.2
  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  c. Blend and segment onsets and rimes of single-syllable spoken words.
  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) (Only initial sounds (phonemes) are tested in Quarter 1).

- **Phonics and Word Recognition**
  K.RFS.3
  Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  c. Read common high frequency words by sight.

- **Fluency**
  K.RFS.4
  Read emergent reader texts with purpose and understanding. (on-level or beyond books from reading series).

SPEAKING AND LISTENING

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

  K.SL.2
  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

LANGUAGE

- **Conventions of Standard English**
  K.L.1
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print many upper- and lowercase letters (as specified on the Quarter 1 Kindergarten Checklist and reading series).

  (Quarter 1 continued next page)
Vocabulary Acquisition and Use

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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

K.L.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Quarter Two

**Quarter 1 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.**

Unit Three, Transportation: 3 weeks
Unit Four, Food: 3 weeks
Unit Five, Animals: 3 weeks

**LITERATURE**

- **Key Ideas and Details**
  - K.RL.1 With prompting and support, ask and answer questions about key details in text.

- **Craft and Structure**
  - K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

- **Integration of Knowledge and Ideas**
  - K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**INFORMATIONAL TEXT**

- **Key Ideas and Details**
  - K.RIT.1 With prompting and support, ask and answer questions about key details in a text.

- **Craft and Structure**
  - K.RIT.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

- **Integration of Knowledge and Ideas**
  - K.RIT.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

(Quarter 2 continued next page)
FOUNDATIONAL SKILLS

➢ Print Concepts
  K.RFS.1
  Demonstrate understanding of the organization and basic features of print.
  c. Understand that words are separated by spaces in print.

➢ Phonological Awareness
  K.RFS.2
  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  a. Recognize and produce rhyming words.
  b. Count, pronounce, blend, and segment syllables in spoken words

SPEAKING AND LISTENING

➢ Comprehension and Collaboration
  K.SL.1
  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  b. Continue a conversation through multiple exchanges.

➢ Presentations of Knowledge and Ideas
  K.SL.4
  Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
  K.SL.5
  Add drawings or other visual displays to descriptions as desired to provide additional detail.
  K.SL.6
  Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE

➢ Vocabulary Acquisition and Use
  K.L.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  K.L.5
  With guidance and support from adults, explore word relationships and nuances in word meanings.
  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Quarter Three

Quarters 1 and 2 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.

Unit Six, Neighborhood: 3 weeks
Unit Seven, Weather: 3 weeks
Unit Eight, Plants: 3 weeks

LITERATURE

- **Key Ideas and Details**
  - K.RL.2
  - With prompting and support, retell familiar stories, including key details.
- **Craft and Structure**
  - K.RL.5
  - Recognize common types of texts (e.g., storybooks, poems).

INFORMATIONAL TEXT

- **Key Ideas and Details**
  - K.RIT.3
  - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

FOUNDATIONAL SKILLS

- **Phonological Awareness**
  - K.RFS.2
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant, or CVC words (final).
    - e. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words). Replace initial phoneme in a CVC word to make a different word.

- **Phonics and Word Recognition**
  - K.RFS.3
  - Know and apply grade-level phonics and word analysis skills in decoding words.
    - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

LANGUAGE

- K.L.1
  - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    - b. Use frequently occurring nouns and verbs
    - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
    - d. Understand and use questions words (interrogatives) (e.g., who, what, when, why, how).
    - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

(Quarter 3 continued next page)
K.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.

K.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

K.L.5
With guidance and support from adults, explore word relationships and nuances in word meanings.
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Quarter Four

Quarter 1, 2 and 3 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.

Unit Nine, Amazing Creatures: 3 weeks
Unit Ten, I Know A Lot: 3 weeks
Remaining 3 weeks may be used for assessments and first grade readiness skills.

INFORMATIONAL TEXT
- Integration of Knowledge and Ideas
  K.RIT.8
  With prompting and support, identify the reasons an author gives to support points in a text.

FOUNDATIONAL SKILLS
- Phonological Awareness
  K.RFS.2
  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant, or CVC words (medial)).
  e. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words). (Replace final phoneme in a CVC word to make a different word.)
- Phonics and Word Recognition
  K.RFS.3
  Know and apply grade-level phonics and word analysis skills in decoding words.
  b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

LANGUAGE
- K.L.1
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  f. Produce and expand complete sentences and share language activities.
- K.L.2
  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
## Language Arts Curriculum Guide

### Quarter 1 - Macmillan/McGraw-Hill Units 1 & 2

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<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
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<td><strong>LITERATURE</strong></td>
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<td>✓ Key Ideas and Details K.RL.3</td>
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<td>Identify common words</td>
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<td>MMH Selection Tests</td>
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<td>Oral vocabulary</td>
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<td>Listening comprehension</td>
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<td>Identify setting, characters, main events, and retelling</td>
<td>Running Records</td>
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<td>Retelling</td>
<td>Unit Assessment</td>
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<td>Make predictions</td>
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<td>Informational text</td>
<td>ELL Practice and Assessment</td>
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<td>Research and inquiry</td>
<td>DEA (optional for Quarter 1)</td>
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<td><strong>INFORMATIONAL TEXT</strong></td>
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<td>✓ Key Ideas and Details K.RIT.2</td>
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<td>• EnchantedLearning.com</td>
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<td>• Early Learning Phonemic Awareness through Language Play, Evan-Moor Corporation</td>
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<td>• Guided Reading, Fountas &amp; Pinnell</td>
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<td>• Literacy Work Stations, Debbie Diller, Stenhouse Publishers</td>
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<td>• Hip-Hop AlphaBop</td>
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<td>• Kiss Your Brain!</td>
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<td>• Is Everybody Happy?</td>
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</table>
K.RIT.5
Identify the front cover, back cover, and title page of a book.

- **Integration of Knowledge and Ideas**
  K.RIT.7
  With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- **Range of Reading and Level of Text Complexity**
  K.RIT.10
  Actively engage in group reading activities with purpose and understanding.

**FOUNDATIONAL SKILLS**

- **Print Concepts**
  K.RFS.1
  Demonstrate 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 sequences of letters.
  d. Recognize and name all upper-and lowercase letters of the alphabet (as specified on the Quarter 1 Kindergarten Checklist and in the reading series).

- **Phonological Awareness**
  K.RFS.2
  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) *(Only initial sounds (phonemes) are tested in Quarter 1).

Phonics and Word Recognition
K.RFS.3
Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  c. Read common high frequency words by sight.

Fluency
K.RFS.4
Read emergent reader texts with purpose and understanding. (on-level or beyond books from reading series).

SPEAKING AND LISTENING
Comprehension and Collaboration
K.SL.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).

K.SL.2  
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

**LANGUAGE**

- **Conventions of Standard English**
  K.L.1  
  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  
  a. Print many upper- and lower case letters *(as specified on the Quarter 1 Kindergarten Checklist and reading series)*.

- **Vocabulary Acquisition and Use**
  K.L.4  
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

  K.L.5  
  With guidance and support from adults, explore word relationships and nuances in word meanings.
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<tr>
<th>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</th>
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</thead>
<tbody>
<tr>
<td>K.L.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.</td>
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</table>
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<td>➢ Key Ideas and Details</td>
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<td>Rhythmic patterns</td>
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<tr>
<td>➢ Craft and Structure</td>
<td>Alliteration</td>
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<tr>
<td>K.RIT.6</td>
<td>Rhyme</td>
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<tr>
<td>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>Make and confirm predictions</td>
<td>• FAIR</td>
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</tr>
<tr>
<td>➢ Integration of Knowledge and Ideas</td>
<td>Retell</td>
<td></td>
<td>• DRA2 Reading Assessment</td>
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<tr>
<td>K.RL.9</td>
<td>Sequence of events</td>
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<td>• ERDA</td>
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<tr>
<td>With prompting and</td>
<td>Summarize events</td>
<td></td>
<td>• MMH Selection Tests</td>
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<tr>
<td>support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>Inferences</td>
<td>• Weekly Assessment</td>
<td>• Running Records</td>
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<tr>
<td>➢ INFORMATIONAL TEXT</td>
<td></td>
<td></td>
<td>• Fluency Assessment</td>
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<tr>
<td>➢ Key Ideas and Details</td>
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<td>• Unit Assessment</td>
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<tr>
<td>K.RIT.1</td>
<td>Rhythmic patterns</td>
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<td>• Benchmark Assessment</td>
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<td>With prompting and</td>
<td>Alliteration</td>
<td></td>
<td>• ELL Practice and Assessment</td>
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<td>support ask and</td>
<td>Rhyme</td>
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<td>• DEA</td>
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<tr>
<td>answer questions</td>
<td>Make and confirm predictions</td>
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<td>• CAFÉ/Daily 5</td>
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<td>about key details</td>
<td>Retell</td>
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<td>in a text.</td>
<td>Sequence of events</td>
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<td>➢ Craft and Structure</td>
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<td>K.RIT.6</td>
<td>Summarize events</td>
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<tr>
<td>Name the author and</td>
<td>Inferences</td>
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<tr>
<td>illustrator of a text</td>
<td>High Frequency Words: see,</td>
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<td>and define the role</td>
<td>go, to, have, is, play</td>
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<td>of each in presenting the ideas or information in a text.</td>
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<td>➢ Integration of</td>
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<tr>
<td>Knowledge and Ideas</td>
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<td>K.RL.9</td>
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<td>With prompting and</td>
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<td>characters in</td>
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<td>familiar stories.</td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>K.RIT.9</td>
<td>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
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**FOUNDATIONAL SKILLS**

<table>
<thead>
<tr>
<th><strong>Print Concepts</strong></th>
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<tbody>
<tr>
<td>K.RFS.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
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<td></td>
<td>c. Understand that words are separated by spaces in print.</td>
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</table>

**Phonological Awareness**

<table>
<thead>
<tr>
<th><strong>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</strong></th>
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</thead>
<tbody>
<tr>
<td>a. Recognize and produce rhyming words.</td>
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<tr>
<td>b. Count, pronounce, blend, and segment syllables in spoken words</td>
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</tbody>
</table>

**SPEAKING AND LISTENING**

<table>
<thead>
<tr>
<th><strong>Comprehension and Collaboration</strong></th>
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<tbody>
<tr>
<td>K.SL.1</td>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
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<tr>
<td>b. Continue a conversation through multiple exchanges.</td>
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<table>
<thead>
<tr>
<th><strong>Presentations of Knowledge and Ideas</strong></th>
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<tbody>
<tr>
<td>K.SL.4</td>
<td>Describe familiar people, places, things, and events and, with prompting and support, Gain information from print or visual media.</td>
</tr>
</tbody>
</table>
provide additional detail.
K.SL.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6
Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE**

- **Vocabulary Acquisition and Use**
  - **K.L.4.**
    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
    a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  - **K.L.5**
    With guidance and support from adults, explore word relationships and nuances in word meanings.
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
    c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Quarter 3 - Macmillan/McGraw-Hill Units 6, 7, & 8

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERATURE</strong></td>
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<tr>
<td>➢ <strong>Key Ideas and Details</strong></td>
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<tr>
<td>K.RL.2</td>
<td>Rhyme</td>
<td>FAIR</td>
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<td></td>
<td>Phoneme isolation, identify, categorization</td>
<td>DRA2 Reading Assessment</td>
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<td></td>
<td>Letters /h/, /d/, /t/, /l/, /e/, /b/, /l/, /k/, /ck/, /u/</td>
<td>ERDA</td>
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<tr>
<td></td>
<td>Letter sound correspondence /h/, /d/, /t/, /l/, /e/, /b/, /l/, /k/, /ck/, /u/</td>
<td>MMH Selection Tests</td>
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<td></td>
<td>Oral grammar: Identify shape words, action words, sound words, words that compare</td>
<td>Weekly Assessment</td>
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<td></td>
<td>High frequency words: are, for, you, this, do, and, what, little, said, here, was</td>
<td>Fluency Assessment</td>
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<td></td>
<td>Oral vocabulary</td>
<td>Running Records</td>
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<td>Position words</td>
<td>Unit Assessment</td>
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<td></td>
<td>Sequence words</td>
<td>Benchmark Assessment</td>
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<td></td>
<td>Recite short songs</td>
<td>ELL Practice and Assessment</td>
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<td></td>
<td>Listening and speaking</td>
<td>DEA</td>
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<td></td>
<td>Listening comprehension</td>
<td>CAFÉ/Daily 5</td>
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<td></td>
<td>Identify setting, characters, main events, plot and retelling</td>
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<td></td>
<td>Rhythmic patterns</td>
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<td>➢ <strong>Craft and Structure</strong></td>
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<td>K.RL.5</td>
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<td></td>
<td>Recognize common types of texts (e.g., storybooks, poems).</td>
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<td><strong>INFORMATIONAL TEXT</strong></td>
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<tr>
<td>➢ <strong>Key Ideas and Details</strong></td>
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<td>K.RIT.3</td>
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<td></td>
<td>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
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<tr>
<td><strong>FOUNDATIONAL SKILLS</strong></td>
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<tr>
<td>➢ <strong>Phonological Awareness</strong></td>
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<td>K.RFS.2</td>
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<td></td>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<td></td>
<td>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant, or CVC words (final).</td>
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<td></td>
<td>e. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words). (Replace initial</td>
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</tbody>
</table>

Quarters 1 and 2 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.
phoneme in a CVC word to make a different word.)

- **Phonics and Word Recognition**
  - K.RFS.3
  - Know and apply grade-level phonics and word analysis skills in decoding words.
    - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**LANGUAGE**

- **K.L.1**
  - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    - b. Use frequently occurring nouns and verbs
    - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
    - d. Understand and use questions words (interrogatives) (e.g., who, what, where, when, why, how).
    - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on off, for, of, by, with)

- **K.L.2**
  - Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
    - a. Capitalize the first word in a sentence and the pronoun *I*.
    - b. Recognize and name end punctuation.

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Rhyme</th>
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</thead>
<tbody>
<tr>
<td>Make and confirm predictions</td>
<td></td>
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</tbody>
</table>

| Retell: |
| Fantasy and reality |
| Sequence of events |
| Summarize events |
| Inferences |
| Main idea and details |
| Draw conclusions |
| K.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  
| b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
| K.L.5 | With guidance and support from adults, explore word relationships and nuances in word meanings.  
| d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
**Quarter 4 - Macmillan/McGraw-Hill Units 9 & 10**

**Quarters 1, 2 and 3 Common Core Standards are continued throughout this quarter.**
**Only Common Core Standards new to this quarter are added.**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
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<tbody>
<tr>
<td><strong>INFORMATIONAL TEXT</strong></td>
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<tr>
<td>➢ Integration of Knowledge and Ideas</td>
<td>Rhyme</td>
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<tr>
<td>➢ K.RIT.8</td>
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<tr>
<td>➢ With prompting and support, identify the reasons an author gives to</td>
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<tr>
<td>support points in a text.</td>
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<tr>
<td><strong>FOUNDATIONAL SKILLS</strong></td>
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<tr>
<td>➢ Phonological Awareness</td>
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<tr>
<td>➢ K.RFS.2</td>
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<tr>
<td>➢ Demonstrate understanding of spoken words, syllables, and sounds</td>
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<tr>
<td>(phonemes).</td>
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<td>d. Isolate and pronounce the initial, medial vowel, and final sounds</td>
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<td>(phonemes) in three-phoneme (consonant, or CVC words (medial)).</td>
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<tr>
<td>e. Add or substitute individual sounds (phonemes in simple, one-syllable</td>
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<td>words to make new words). (Replace final phoneme in a CVC word to</td>
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<td>make a different word.)</td>
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<tr>
<td>➢ Phonics and Word Recognition</td>
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<tr>
<td>➢ K.RFS.3</td>
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<tr>
<td>➢ Know and apply grade-level phonics and word analysis skills in</td>
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<tr>
<td>decoding words.</td>
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<tr>
<td>b. Associate the long and short sounds with the common spellings</td>
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<tr>
<td>(graphemes) for the five major vowels.</td>
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</table>

- FAIR
- DRA2 Reading Assessment
- ERDA
- MMH Selection Tests
- Weekly Assessment
- Fluency Assessment
- Running Records
- Unit Assessment
- Benchmark Assessment
- ELL Practice and Assessment
- DEA
- CAFÉ/Daily 5
### LANGUAGE

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Rhythmic patterns</th>
<th>Alliteration</th>
<th>Rhyme</th>
<th>Make and confirm predictions</th>
<th>Retell: Fantasy and reality</th>
<th>Sequence of events</th>
<th>Summarize events</th>
<th>Inferences</th>
<th>Main idea and details</th>
<th>Draw conclusions</th>
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<tbody>
<tr>
<td>K.L.1</td>
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<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>f. Produce and expand complete sentences and share language activities.</td>
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<td>K.L.2</td>
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<tr>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
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<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
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Okaloosa County School District embraces the State’s mandate to include all reading components as outlined in the Florida Reading Formula in elementary reading instruction across the district. As outlined below, the various components of a comprehensive balanced literacy model are the essential foundation to high quality reading instruction that includes a balance of reading and writing components addressed on a daily basis.

Key: READING—PA=phonological awareness, PH=phonics, F=fluency, V=vocabulary, C=comprehension
ASSESSMENT—S=screening, D=diagnostic, PM=progress monitoring

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Time Allocation</th>
<th>Frequency of Use</th>
<th>Ideas/Sources for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Alouds, Interactive Read Alouds</strong>&lt;br&gt;(PA, PH, F, V, C)</td>
<td>Teachers read aloud to students from a variety of genre often above the students’ instructional reading level to allow for enhancement of listening and speaking vocabulary. During this component teachers initially articulate metacognitive strategies (thought processes) and elements of fluency so students can observe behaviors of an accomplished reader. Over time, students are invited to participate in the read aloud experience by articulating their thought processes in understanding the text, discussing text interactions, reflecting on personal interactions with the text, and writing reflections about the text. Additionally, specific comprehension and vocabulary strategies are modeled by the teacher during reading of the text (i.e. cause-effect, compare/contrast, etc). In addition to interactive read alouds, teachers should also spend uninterrupted time reading aloud to their students to model fluent reading.</td>
<td>15-20 minutes, K-2&lt;br&gt;20-30 minutes, 3-5</td>
<td>Daily during literacy and content area blocks</td>
<td>• high interest literature&lt;br&gt;• award winning literature&lt;br&gt;• varied genre (poetry, fiction, non-fiction, etc.)&lt;br&gt;• author studies</td>
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<td><strong>Shared Reading</strong>&lt;br&gt;(PA, PH, F, V, C; D, PM)</td>
<td>Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. It is through shared reading that the students can observe an efficient reader’s reading process and use of reading strategies. During shared reading, the teacher demonstrates fluent reading behaviors such as prosodic elements while students enjoy the moderate level of scaffolding to support their reading process. Access to the text is critical during shared reading; therefore, all students must have a copy or should be able to view a projected copy of the text. In early grades, books are read multiple times allowing students to acquire concepts of print, language patterns, and develop phonological awareness.</td>
<td>10-15 minutes</td>
<td>Daily</td>
<td>• varied genre to include: poetry, charts, newspaper or magazine clippings, introductions to novels, short stories; fiction and non-fiction selections (which can be displayed by ELMO or LCD projector)&lt;br&gt;• shared reading selections from the basal series&lt;br&gt;• big books</td>
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<tr>
<td><strong>Guided Reading</strong>&lt;br&gt;(PH, F, V, C; D, PM)</td>
<td>Guided reading occurs in a small group setting of four to six students who are working with the teacher to process increasingly challenging texts with understanding and fluency. The teacher selects and introduces instructional level texts to readers, supports them while reading the text, engages the readers in discussion, and performs a mini-lesson after the reading. During the lesson, 60 minutes of literacy block</td>
<td>60 minutes of literacy block</td>
<td>Daily as a component of the literacy block with rotation among</td>
<td>• instructional leveled reading material&lt;br&gt;• reading basal materials—leveled books, anthology selections&lt;br&gt;• appropriately leveled trade</td>
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the teacher acts as facilitator by asking students to make predictions, posing questions and confirming comprehension strategy applications, and scaffolding students to become problem solvers and self-reliant learners. All students read the text during guided reading at their own pace – *round robin is NOT used as an instructional strategy during this time.* Often after reading a text, the teacher extends the meaning of the text through writing, text analysis, or another learning activity. The lesson may also include work with words based on the specific needs of the small group. Teachers should monitor student progress through anecdotal notes, running records, or fluency checks in order to assure correct placement in and movement between flexible groupings. Needs-based groups may also be called during this small group time. While students and teacher are engaged in group work, the remainder of students should be engaged in meaningful literacy activities at stations or within the scope of the Daily Five. These activities should allow students to engage in practice of recently taught literacy skills.

In upper primary and intermediate grades, teachers can use literature circles in lieu of a reading group activity. Literature circles are student-facilitated reading clubs or meetings where students have prepared notes prior to gathering to discuss reactions, interesting vocabulary, and literary elements of the text. Literature circle attendees may be assigned a role for their preparations, but the roles should be diminished once the students are comfortable and understand how to do each. Teachers will confer with groups to assist in targeting discussion points and will take anecdotal notes during this time.

### Familiar Reading

**Familiar Reading**

**PA, PH, F, V, C; PM**

During familiar, or independent, reading time, students re-read materials that have been previously read thus allowing students to engage in fluent and expressive reading, practice effective strategies on easy material, become more knowledgeable about story structure and text features, expand vocabulary knowledge, and promote independent problem-solving activities. Students should select materials for familiar reading that can be read independently (97% or higher accuracy level).

| 15-25 minutes per group | reading groups across the week’s time. Frequency of group meetings dictated by student needs with less successful readers meeting daily with teacher. | books, at teacher’s discretion novels may be used for literature circles |

| Familiar Reading (PA, PH, F, V, C; PM) | 20 minutes | Daily |

### Writing Workshop

**Writing Workshop**

**PH, V; D, PM**

Writing workshop contains several daily components to include teacher directed mini-lesson, independent writing time for students, teacher/student conferencing, and teacher-led small group work. Writing workshop begins with a brief mini-lesson including explicit instruction for all students in a topic that will improve their writing process such as knowledge of writing strategies, author’s craft and skills, or fundamentals of drafting a text. After the mini-lesson, the students begin writing independently to apply the focus of the mini-lesson, and then continue to work on self-selected pieces. In order for students to spend quality time engaged in the writing process, all students do not need to be in the same stage of the writing process at the same time. During independent writing time, the teacher circulates among students, conferences with children to encourage their writing process, and collects anecdotal notes regarding student performance for instructional planning or future conferences. Teachers may also use time during this writing period to assemble small groups of students with similar needs to receive explicit instruction and guided practice. Students

| 20 to 60 minutes depending on students’ age | Daily |

### Books

- previously read basal reading selections or leveled readers
- Accelerated Reader (AR) selections
- trade books
- multiple genres of leveled reading selections at independent reading level
- classroom and student-generated stories, books, charts, and poetry
- materials in students’ book boxes
- big books
Guided Writing
(PA, PH, V; D, PM)
Guided reading and guided writing are often used in complimentary lessons with younger students to draw attention to concepts of print, high frequency words, and new vocabulary. Through analysis of anecdotal notes, teachers determine when guided writing activities such as shared writing, interactive writing, or writing aloud are necessary. These authentic writing opportunities are meant to instantiate, or deeply embed, the learning that is occurring for students. By selecting the best instructional method necessary for student scaffolding (writing aloud, shared writing, or interactive writing), the teacher is able to thoughtfully meet the needs of her students.

15-20 minutes
Frequency determined by the teacher
- student generated topics
- teacher generated topics
- literature logs
- journals/travel logs
- assisted writing responses
- reflective journals

Spelling/Word Study
(PH, V; D, PM)
Spelling or word study activities are an integral part of the reading and content area curriculum providing students explicit instruction in orthographic skills such as examining word parts for common vowel patterns, identifying word families, identifying Latin or Greek roots, and identifying base words in order to utilize this information to problem-solve words encountered in text. Whole and small group instruction is often encountered in daily lessons thus creating an opportunity for new learning and guided practice.

20 minutes
Daily
- high frequency or high interest words
- spelling words from basal series
- word wall words
- content area vocabulary
- materials to use during lessons: white boards, magnetic letters, literacy task cards, etc.
Daily Five

CAFE

www.internet4classrooms.com/lang Elem.htm
www.findingdulcinea.com/guides/Education?Elementary-School-English.pg_0.html
www.homeworkspot.com/elementary/language
www.kidsolr.com/language_arts
www.youth.net/cec/ceclang/ceclang-elem.html
http://free.ed.gov/subjects.cfm?subject_id=78
www.cloudnet.com/~edrbsass/edeng.htm
www.readwritethink.org
www.middleweb.com/CurrLangArt.html
http://k6educators.about.com/od/languageart1/Language_Arts_Lesson_Plans_Reading_Writing_Language_Arts_Lessons.htm
http://education.smarttech.com/STE/EN-US/eD+RESOURCE/CLASSROOM+RESOURCES/ELEMENTARY/ENGLISH+AND+LANGUAGE+ARTS
www.pitt.edu/~poole/eledLAKidLit.html
www.cln.org/subjects/english.html
Quarter One

- **LANGUAGE**
  - **K.L.1**
    - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    - a. Print many upper-and lowercase letters

- **WRITING**
  - **Text Types and Purposes**
    - **K.W.1**
      - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of a book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite books is…)
  - **Research to Build and Present Knowledge**
    - **K.W.8**
      - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Quarter Two - *Quarter 1 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

- **LANGUAGE**
  - **Conventions of Standard English**
    - **K.L.2**
      - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships (beginning sounds).

- **WRITING**
  - **Text Types and Purposes**
    - **K.W.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.
  - **Research to Build and Present Knowledge**
    - **K.W.7**
      - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Quarter Three  -  *Quarters 1 and 2 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

- **LANGUAGE**
  - Conventions of Standard English
    - K.L.2
      - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
      - a. Capitalize the first word in a sentence and the pronoun *I*.
      - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
      - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships (*beginning and ending sounds*).

- **WRITING**
  - Text Types and Purposes
    - K.W.3
      - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.
  - Production and Distribution of Writing
    - K.W.5
      - With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.

Quarter Four  -  *Quarter 1, 2 and 3 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

- **WRITING**
  - Production and Distribution of Writing
    - K.W.6
      - With guidance and support from adults explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
    - K.L.2
      - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
      - a. Capitalize the first word in a sentence and the pronoun *I*.
      - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
      - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships (*beginning, medial, and ending sounds*).
Writing Resources

- But How Do You Teach Writing by Barry Lane
- Cracking Open the Author’s Craft by L. Laminack
- A Writer’s Notebook: Unlocking the Writer Within You by R. Fletcher
- A Writer Teaches Writing (revised) by D. Murray
- Creating Writers Through 6-Trait Writing Assessment and Instruction by V. Spandel
- The Art of Teaching Writing by L. Calkins
- Teaching the Youngest Writers by M. Freeman
- Writing Through Childhood: Rethinking Process and Product by S. Harwayne
- Literacy Work Stations: Making Centers Work by D. Diller
- Melissa Forney resources
- Six Traits Writing resources
- Four Blocks Literacy Model
- Teaching Writing Skills with Children’s Literature (Dierking; Maupin House)
- Daily 6-Trait Writing by Evan Moor
- Take It to Your Seat: Writing Centers by Evan Moor
- Writing Makeovers, Creative Teachers press
- Nothing Ever happens on 90th Street by Schotter, Scholastic
- If You Were a Writer by Nixon, Aladdin
- Show Don’t Tell! Secrets of Writing by Nobisso, Gingerbread House
- What Do Author’s Do? By Christelow, Sandpaper
- Author: A True Story by Lester, Sandpiper
- Live Writing; Writers’ Notebook and others by Ralph Fletcher

*See other resources by cited authors
K-2 Assessment/Curriculum Decision Tree Using Discovery Education Assessments

| Administer Discovery Education Assessment (DEA) | • Early Skills Assessment (K, 1)  
• Predictive Assessment (2) | Dates |
|---|---|---|
| K: Consonants, vowels, phoneme, letters, syllables, vocabulary, listening: story elements, main idea, and strategies  
1: Consonants, vowels, phoneme, letters, syllables, vocabulary, listening: story elements, main idea, strategies, and reading: story elements, main idea, and strategies.  
2: Reading vocabulary, application, literary analysis, writing process, writing application/communication, and informational literacy. | AP 1: August—October  
AP 2: December—January  
AP 3: April--May |

### IF: DEA scale score falls within the Red range by Proficiency by Skill

**THEN:**
- Compare results to other assessment data (DRA 2, unit tests, Kindergarten report card, etc)

**Further Diagnostic Evaluation:**
Use DEA Drilldown Report (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for students.
- PA/Phonics knowledge
- Vocabulary knowledge
- Listening Comprehension knowledge
- Reading Comprehension knowledge

Determine need for more intensity:
- additional time
- smaller group size
- more targeted instruction

Determine progress monitoring steps:
- How frequently will progress be checked?
- What instrument will be used to check?

Provide differentiated small group instruction with appropriate level text and supplemental materials.

Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.

**Programs and Materials:**
- Macmillan Treasures or Reading Mastery Plus
- Macmillan Triumphs Intervention

### IF: DEA scale score falls within the Yellow range by Proficiency by Skill

**THEN:**
- Compare results to other assessment data (DRA 2, unit tests, Kindergarten report card, etc)

**Further Diagnostic Evaluation:**
Use DEA Drilldown Report (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for students.
- PA/Phonics knowledge
- Vocabulary knowledge
- Listening Comprehension knowledge
- Reading Comprehension knowledge

Determine need for more intensity:
- additional time
- smaller group size
- more targeted instruction

Determine progress monitoring steps:
- How frequently will progress be checked?
- What instrument will be used to check?

Provide differentiated small group instruction with appropriate level text and supplemental materials.

**Programs and Materials:**
- Macmillan Treasures with differentiated small group instruction
- Macmillan Triumphs Intervention

### IF: DEA scale score falls within the Green or Blue range by Proficiency by Skill

**THEN:**
- K—Note comprehension on listening tasks  
- Grades 1 & 2—Note comprehension on listening and reading tasks  
- Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.

**Programs and Materials:**
- Macmillan Treasures  
- Appropriate leveled text and materials for small group