



# Reading Pacing Guide: Kindergarten

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*King George County Schools*

*2011*

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To set the stage for an effective school year, the Reading Pacing Guides for King George County have been revised for 2011-2012. Thank you to all staff who contributed to these documents. Your continued feedback as you use these guides is appreciated.

1. **New SOL-** The pacing guides feature the new reading SOL, which are scheduled to be tested in 2013. These new SOL are fairly inclusive of the old SOL, so with very few exceptions, there are no concerns that we will “miss” curriculum in the transition. Please take time to review the [2010 SOL and Curriculum Framework](#). An updated Enhanced Scope and Sequence is expected soon.
2. **Comprehension-** The pacing guides feature a division-wide K-8 comprehension framework that should inform your instructional decisions throughout the year. Each quarter has been divided into an “a” and “b” segment, with a different comprehension focus for each segment. The intent of this framework is to unite the division in common instructional goals, vocabulary, and initiative. A common focus will assist in horizontal and vertical planning, and in coordinating instruction with special education, gifted, and intervention programs.
3. **Instructional Reading Level-** The new SOL put specific emphasis on placing students in text at their instructional reading level (greater than 90% accuracy and within target reading rate). With the comprehension framework, it is intended that you provide skill instruction in text that students can read fluently. This is most effectively accomplished in a small group or reader’s workshop setting.
4. **Role of Core Program-** The pacing guide has been organized in such a way as to allow for the use of many different texts and resources. The core program should be seen as one of many resources for effective reading instruction. Your instructional planning should be guided by the SOL and the pacing guide. Use the core program resources that are best-matched to the SOL for your grade level, and supplement with additional resources and text to differentiate instruction as needed.
5. **Additional Resources Featured-** [VDOE Comprehension and Vocabulary Strategy Video Vignettes](#), [Enhanced Scope and Sequence](#) + (T/TAC, 2002 SOL), [Florida Center for Reading Research Student Center Activities](#), [PALS Electronic Lesson Plan Activities](#)

### *KGCS Reading Comprehension Instructional Framework*

- Quarter 1a: Making Connections, Predicting, Questioning
- Quarter 1b: Story (Narrative) Text Structure
- Quarter 2a: Nonfiction Text Structure
- Quarter 2b: Author’s Purpose
- Quarter 3a: Summarizing Narrative Text
- Quarter 3b: Summarizing Nonfiction Text
- Quarters 4a/4b: Questioning Review

NOTES: The Oral Language Strand Standards of Learning have not been explicitly paced as part of this guide. However, these Standards should be included in instruction throughout the year. In addition, please review the 2010 Research Strand Standards of Learning that appear in Quarter 4 beginning in grade 3.

*King George County Schools, Kindergarten Reading Pacing Guide, 2011-2012*

## KGCS Reading Pacing Guide: Kindergarten

### Quarter 1a

Comprehension Focus: Making Connections/Predicting/Questioning			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
K.9a Author/Illustrator K.9b Previous Experiences Fiction K.9c Predict Fiction K.9d Questioning Fiction K.10a Predict Nonfiction  <u>Key Vocabulary</u> title author illustrator/illustrations words/pictures write/draw predict question answer story poem information	<ul style="list-style-type: none"> <li>• Identify roles of author and illustrator</li> <li>• make ongoing predictions based on illustrations and text</li> <li>• connect illustrations with text</li> <li>• use own experience to understand and discuss text</li> <li>• ask and respond to simple questions about the content of a book</li> <li>• answer who, what, when, where, why, and how questions</li> <li>• recognize types of fictional texts (storybook, poem)</li> </ul>	TE, Vol. 1 Theme 1, Weeks 1 & 2 Theme 2, Weeks 1 & 2  Comprehension Activities & Materials such as Story Question Cube, KWL, Make and Check a Prediction <a href="http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf">http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf</a>	
<b>Core Program Selections</b>			
Read-Aloud Titles: <i>Moo, Moo Brown Cow; From Anne to Zack; I Read Signs (NF); Look Out Kindergarten, Here I Come; Jazzbo and Googy; Mice Squeak, We Speak; Hello Toes, Hello Feet; The Body Book</i> Rhymes & Songs: Mary Wore Her Red Dress; The Alphabet Song; Mary Had a Little Lamb; Everything Grows; Fingers and Feet; If You're Happy and You Know It; Loop de Loo <b>Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.</b> See also <a href="#">Picture Books for Teaching Comprehension Skills</a> .			
<b>Vocabulary</b>			
K.8a Discuss Word Meanings K.8b Vocabulary in Read Alouds	<u>Word Categories</u> animal names, TE Vol. 1, p115 & p289 action words, TE Vol. 1, p209	positional words, TE Vol. 1, p239 body parts, TE Vol. 1, p239 *question words (who, what, when, where, why, how)	

### Phonological Awareness and Phonics- 1a

#### Screening Measures for all students: PALS K Letter Recognition Quick Check 1; [Test of Phonological and Print Awareness \(TOPPA-K\)](#)

SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4a Discriminate Spoken Sentences, Words and Syllables	<ul style="list-style-type: none"> <li>discriminate between large units of running speech sentences, words, and syllables</li> <li>segment spoken sentences into words</li> </ul>	<p><i>Sentence Segmentation Activities &amp; Materials</i>  <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part2.pdf</a></p> <p><i>PALS Lessons- Emergent Readers COW Lesson</i>  <a href="#">Be the Word</a></p>	
K.4b Identify/Produce Rhyme	<ul style="list-style-type: none"> <li>identify/supply words that rhyme with a spoken word</li> <li>produce rhyming words and recognize pairs of rhyming words (orally)</li> <li>generate rhyming words based on a given rhyming pattern</li> <li>supply rhymes in familiar nursery rhyme or predictable rhyming text</li> </ul>	<p><i>Rhyme Activities &amp; Materials</i>  <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part1.pdf</a></p> <p><i>PALS Lessons- Emergent Readers</i>  <a href="#">Language Play</a>; <a href="#">Rhyme</a></p>	PALS K (Fall)
K.4c Blend/Segment Syllables	<ul style="list-style-type: none"> <li>segment a word into individual syllables by clapping or snapping</li> <li>blend and segment multisyllabic words into syllables</li> </ul>	<p>multisyllabic word lists to use in oral activities</p> <p><i>Syllable Activities &amp; Materials</i>  <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part2.pdf</a></p> <p><i>PALS Lessons- Emergent Readers</i>  <a href="#">Language Play</a>; <a href="#">Syllable Awareness</a></p>	
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Mm, Ss, Rr, Tt /m/, /s/, /r/, /t/	<ul style="list-style-type: none"> <li>rapid recognition and naming</li> <li>upper and lower case letters</li> <li>produce most common consonant sound</li> <li>write letter that corresponds to sound</li> <li>/m/, /s/, and /r/ are continuous consonant sounds (can be stretched out indefinitely)</li> <li>/t/ is a stop consonant sound (can only be pronounced quickly; more difficult to hear; avoid adding “uh”)</li> <li>Isolate initial consonants in single-syllable</li> </ul>	<p>initial sound picture sorts</p> <p><i>PALS Lessons- Emergent Readers</i>  <a href="#">Alphabet Matching</a>; <a href="#">Font Sort</a></p> <p><i>Letter Recognition Activities &amp; Materials</i>  <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf</a></p> <p><i>Letter-Sound Activities &amp; Materials</i></p>	PALS K (Fall)

	words (/m/ is the first sound in moon)	<a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
<b>Core Program Materials:</b> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

**Fluency- 1a**

**Ongoing: K.6 c Read & Explain Writing/Drawings**

SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5a Position Materials K.5b Covers/Title Page K.5c Print/Pictures	<ul style="list-style-type: none"> <li>hold printed material and turn pages correctly</li> <li>identify front and back covers</li> <li>distinguish title page from other pages</li> <li>distinguish print from pictures</li> </ul>	classroom library reading baskets with familiar texts big books	observation checklist
K.5d Directionality	<ul style="list-style-type: none"> <li>follow text from left to right and top to bottom</li> </ul>	memorized rhymes and songs language experience stories <i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	PALS K (Fall)
K.6a Signs/Logos	<ul style="list-style-type: none"> <li>recognize and identify common signs, logos, and labels</li> </ul>	environmental print word wall labels for common classroom objects/places	
K.6d Name/Sight Words  Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>identify own <u>first</u> name</li> <li>read high frequency words</li> <li>read meaningful, concrete words</li> <li>locate common words in familiar text</li> </ul>	first names word wall individual name charts memorized rhymes and songs  PALS Lessons- Emergent Readers Lesson <a href="#">Child's Name</a>	

<b>Core Program Selections</b>	
<u>Pre-Decodable Books:</u> First Day of School; Where's My Teddy; Pet Day; My Bus <u>Independent Readers:</u> We Like School; I Have a Pal; I Am Pat; Max <u>High-frequency Words:</u> a, my, the	<u>Meaningful, Concrete Words</u> from <i>Big Book of Rhymes and Songs</i> Mary Wore Her Red Dress (p7): <i>dress, day, red</i> Everything Grows (p16): <i>babies, animals, sisters, brothers</i> I Am (p4): <i>smile, sing</i>

**Writing- All Quarters**

SOL	Knowledge/Skills/Processes
K.11 Manuscript Printing	<ul style="list-style-type: none"> <li>use appropriate pencil grip and letter formation for upper- and lower-case letters and numbers</li> <li>write first and last names</li> </ul>

	<ul style="list-style-type: none"> <li>capitalize the first word in a sentence and the pronoun I</li> </ul> <p><i>PALS Lesson- Emergent Readers <a href="#">Handwriting Chart</a></i></p>
<p>K.12 Writing for Communication</p> <p>NOTE: Provide DAILY writing opportunities for students. Support the progression from drawing/scribbling to letter/graphic representations to phonetic spelling of words.</p>	<ul style="list-style-type: none"> <li>distinguish print from pictures</li> <li>write left to right and top to bottom</li> <li>use writing and drawing to narrate an event (focus during 1b and 3a)</li> <li>use writing and drawing to compose informative/explanatory texts that introduce a topic and state information, opinions, or facts (focus during 2a and 3b)</li> <li>write for a variety of purposes and in a variety of formats, including lists, labels, stories, reports, messages, and responses to text</li> </ul>
<b>Technology- All Quarters</b>	
K.13 Use Available Technology for Reading and Writing	

## Quarter 1b

Comprehension Focus: Story Structure			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<p><i>K.9c Predict Fiction</i>  <i>K.9d Questioning Fiction</i>            K.9e Story Language            K.9g Characters/Setting/Events</p> <p><u>Key Vocabulary</u>            characters            setting            events            problem            solution</p>	<ul style="list-style-type: none"> <li>understand that fictional texts tell a story</li> <li>understand the elements of a story (characters, setting, problem, solution)</li> <li>use vocabulary from a story in discussions and retellings</li> <li>use descriptive language to discuss characters, setting, and events in a story</li> <li>produce artwork or a written response that demonstrates comprehension of a read aloud</li> </ul>	<p><i>TE, Vol. 1</i>  <i>Theme 2, Week 3</i>  <i>Theme 3, Weeks 1-3</i>  <i>Theme 4, Week 1</i></p> <p><i>Comprehension Activities &amp; Materials such as</i>  <i>Picture the Character, Character Compare, Story Grammar</i>  <a href="http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf">http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf</a></p>	<p>oral and written story response samples</p> <p>graphic organizers</p>
<b>Core Program Selections</b>			
<p><b>Read Aloud Titles:</b> <i>Mice Squeak, We Speak; The Body Book; Mother, Mother, I Want Another; Peanut Butter and Jelly; Bunny Cakes; The Gingerbread Man; Hold the Anchovies; Stone Soup; Warhogs in the Kitchen; The Crayon Box That Talked</i></p> <p><b>Rhymes &amp; Songs:</b> Head, Shoulders, Knees and Toes; I Am; Yellow Butter; Kitchen Sink-Song; Old Mister Rabbit; Sam and Pam; Dig a Little Hole; Five Little Monkeys; Aiken Drum</p> <p><b>Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.</b></p> <p>See also <a href="#">Picture Books for Teaching Comprehension Skills</a>.</p>			

## Vocabulary

K.8a Discuss Word Meanings	<u>Word Categories</u>	color words, TE Vol. 1, p415 & p553
K.8b Vocabulary in Read Alouds	sound words, TE Vol. 1, p375 action words, TE Vol. 1, p399	food words, TE Vol. 1, p445 plant & grow words, TE Vol. 1, p477

## Phonological Awareness and Phonics-1b

SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4a Discriminate Spoken Sentences, Words and Syllables	<ul style="list-style-type: none"> <li>discriminate between large units of running speech sentences, words, and syllables</li> <li>segment spoken sentences into words</li> </ul>	<i>Sentence Segmentation Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part2.pdf</a>	
K.4b Identify/Produce Rhyme	<ul style="list-style-type: none"> <li>continued from 1a</li> </ul>		PALS K (Fall)
K.4c Blend/Segment Syllables	<ul style="list-style-type: none"> <li>continued from 1a</li> </ul>		
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Pp, Cc, Aa /p/, /k/, short /a/  long /a/ (sound only, not spelling)	<ul style="list-style-type: none"> <li>rapid recognition and naming</li> <li>upper and lower case letters</li> <li>produce most common consonant sound</li> <li>write letter that corresponds to sound</li> <li>vowel sounds are continuous sounds</li> <li>/p/ and /k/ are stop consonant sounds (can only be pronounced quickly; more difficult to hear; avoid adding “uh”)</li> <li>Isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	initial sound picture sorts  <i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching</a> , <a href="#">Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	PALS K (Fall)
<b>Core Program Materials:</b> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

## Fluency- 1b

Ongoing: K.6 c Read & Explain Writing/Drawings			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5d Directionality	<ul style="list-style-type: none"> <li>follow text from left to right and top to bottom</li> </ul>	<i>PALS Lessons- Emergent Readers</i> COW Lessons: <a href="#">Cloze</a> , <a href="#">Cut It Up!</a>	Fall PALS
K.5e/K.7c Concept of Word	<ul style="list-style-type: none"> <li>locate lines of text, words, letters, and spaces</li> </ul>	memorized rhymes and songs language experience stories	

		<i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	
K.6d Name/Sight Words  Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>• identify own <u>first</u> name</li> <li>• read high frequency words</li> <li>• read meaningful, concrete words</li> <li>• locate common words in familiar text</li> </ul>	first names word wall individual name charts memorized rhymes and songs	
<b>Core Program Selections</b>			
Pre-Decodable Books: The Party; The Salad; I Am; The Mat; We Go Independent Readers: In Bed; Hot Soup; Happy Birthday; The Big Carrot; Here We Come High-frequency Words: I, like		Meaningful, Concrete Words from <i>Big Book of Rhymes &amp; Songs</i> Fingers and Feet (p5): <i>fingers, feet, hello</i> Kitchen Sink Song (p9): <i>kitchen, sink</i> Sam and Pam (p8): <i>cat, dance</i> Old Mister Rabbit (p26): <i>rabbit, garden</i>	

## Quarter 2a

Comprehension Focus: Nonfiction Text Structure			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
K.10a Topic/Predict Nonfiction K.10b Text Features Nonfiction  <u>Key Vocabulary</u> information fact title heading topic	<ul style="list-style-type: none"> <li>• make ongoing predictions based on graphics and text</li> <li>• relate pictures and illustrations to text</li> <li>• identify the topic of a nonfiction selection</li> <li>• ask and respond to simple questions about the content of a text</li> <li>• discuss simple facts and information</li> <li>• identify text features including titles, headings, and pictures</li> </ul>	<i>TE, Vol. 1</i> <i>Theme 4, Weeks 2 &amp; 3</i> <i>TE, Vol. 2</i> <i>Theme 5, Weeks 1 &amp; 2</i>  <i>Comprehension Activities &amp; Materials such as Expository Fact Strip, Expository Text Wheel</i> <a href="http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf">http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf</a>	
<b>Core Program Selections</b>			
Read Aloud Titles: <i>Warthogs in the Kitchen; I Took My Frog to the Library; The Terrible Tragadabas; Emily's House; Off We Go!; A Birthday Basket for Tia; Let's Go Froggy; Dear Juno; The Three Bears</i> Rhymes & Poems: What Did You Put in Your Pocket?; Bingo; Down By the Bay; Winter Birds; The Very Nicest Place <b>Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.</b> <b>See also <a href="#">Picture Books for Teaching Comprehension Skills</a>.</b>			
Vocabulary			
K.8a Discuss Word Meanings K.8b Vocabulary in Read Alouds	<u>Word Categories</u> body parts, TE Vol. 1, p567 food words, TE Vol. 1, p583	animal sounds, TE Vol. 1, p645 sound words, TE Vol. 2, p51	

	number words, TE Vol. 1, p599 animal names, TE Vol. 1, p613 & Vol. 2, p85	positional naming words, TE Vol. 2, p71 things used to build, TE Vol. 2, p163
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Phonological Awareness and Phonics- 2a			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4a Discriminate Spoken Sentences, Words and Syllables	<ul style="list-style-type: none"> <li>continued from 1a/b for identified students</li> </ul>		Theme 4 Test
K.4b Identify/Produce Rhyme	<ul style="list-style-type: none"> <li>continued from 1a for identified students</li> </ul>		
K.4c Blend/Segment Syllables	<ul style="list-style-type: none"> <li>continued from 1a for identified students</li> </ul>		
K.4d Blend/Segment Onset/Rime <u>Target Rimes:</u> -ap, -am, -at	<ul style="list-style-type: none"> <li>orally blend and segment one-syllable words into onset and rime (e.g., /b/-/oat/ = boat; hat = /h/-/at/)</li> </ul>	<i>Onset and Rime Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf</a>	
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Nn, Dd, Aa /n/, /d/, short /a/  long /a/ (sound only, not spelling)	<ul style="list-style-type: none"> <li>rapid recognition and naming</li> <li>upper and lower case letters</li> <li>produce most common consonant sound</li> <li>write letter that corresponds to sound</li> <li>vowel sounds are continuous sounds</li> <li>/n/ is a continuous sound</li> <li>/d/ and /k/ are a stop consonant sounds</li> <li>isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	<i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching</a> , <a href="#">Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
K.4e B/E Sounds	<ul style="list-style-type: none"> <li>identify words according to shared beginning or ending sounds</li> <li>produce a word that has the same beginning or ending sound as a spoken word</li> <li>sort/identify pictures or objects whose names share the same beginning sounds</li> <li>determine the order of speech sounds by answering "What is the beginning/ending sound you hear?"</li> </ul>	initial sound picture sorts  <i>Beginning and Ending Sound Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part3.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part3.pdf</a>	
<b>Core Program Materials:</b> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

## Fluency- 2a

### Ongoing: K.6 c Read & Explain Writing/Drawings

SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5d Directionality K.5e/K.7c Concept of Word	<ul style="list-style-type: none"> <li>locate lines of text, words, letters, and spaces</li> <li>follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>match voice with print including words with more than one syllable</li> <li>match voice with print in syllables, words, and phrases</li> <li>locate and name periods, question marks, and exclamation points</li> </ul>	PALS K Concept of Word Quick Check 1: "Twinkle, Twinkle"  <i>PALS Lessons- Emergent Readers</i> COW Lessons - <a href="#">Cloze</a> , <a href="#">Cut It Up!</a>  memorized rhymes and songs language experience stories <i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	PALS K Concept of Word Quick Check 2: "Teddy Bear, Teddy Bear"
K.6d Name/Sight Words  Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>Identify own <u>last</u> name</li> <li>read high frequency words</li> <li>read meaningful, concrete words</li> <li>locate common words in familiar text</li> </ul>	memorized rhymes and songs	
<b>Core Program Selections</b>			
<u>Pre-Decodable Books:</u> We Go; I Nap; Tap, Tap, Tap; The Park; Sit on My Chair <u>Independent Readers:</u> Here We Come; Fun at Camp; A Tiger in My Box; Pop-Pop; Play Cake <u>High-Frequency Words:</u> go, we, on, to		<u>Meaningful, Concrete Words</u> from <i>Big Book of Rhymes &amp; Poems</i> Bingo (p10): <i>farmer, dog</i> Down By the Bay (p12): <i>home, mother</i> Winter Birds (p14): <i>grass, snow, birds, food, seeds</i> The Very Nicest Place: <i>fish, bird, tree, child</i>	

## Quarter 2b

### Comprehension Focus: Author's Purpose

***Students should begin to understand that authors write for a variety of reasons/purposes such as to tell a story, to teach a lesson, to provide information, to give directions, etc. Discuss purpose in a variety of text types including poetry, stories, informational text, and functional text (recipes, directions).***

SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
K.9a Author/Illustrator K.9c Predict Fiction K.9d Questioning Fiction K.10a Topic/Predict Nonfiction K.6 Print Materials Provide Information	<ul style="list-style-type: none"> <li>recognize text that tells stories vs. text that provides information</li> <li>recognize types of fictional texts (stories, poems)</li> <li>identify the roles of the author/illustrator</li> </ul>	<i>TE, Vol. 2</i> <i>Theme 5, Week 3</i> <i>Theme 6, Weeks 1-3</i> <i>Theme 7, Week 1</i>  <i>Comprehension Activities &amp; Materials such as</i>	

	<ul style="list-style-type: none"> <li>of selected texts</li> <li>give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how</li> <li>make and revise predictions based on text, illustrations, and graphics</li> </ul>	<i>Fiction and Nonfiction Sort</i> <a href="http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf">http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf</a>	
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**Core Program Selections**  
 Read Aloud Titles: *Off We Go!*; *Dear Juno*; *Jamaica's Find*; *Grandfather and I*; *The Three Little Pigs*; *Does a Kangaroo Have a Mother, Too?*; *Are You There Baby Bear?*; *A Time for Playing*; *The Three Billy Goats Gruff*; *Chicken Forgets*; *The Town Mouse and the Country Mouse*; *Five Little Pigs*; *Look Closer!*; *Butterfly*; *The Ants and the Grasshopper*  
 Rhymes & Poems: *Five Speckled Frogs*; *Mary Had a Little Lamb*; *The Kitty Ran Up the Tree*; *Fuzzy Wuzzy, Creepy Crawly*  
**Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.**  
 See also [Picture Books for Teaching Comprehension Skills](#).

Vocabulary			
K.8a Discuss Word Meanings	<u>Word Categories</u>		
K.8b Vocabulary in Read Alouds	number words, TE Vol. 2, p231 feelings, TE Vol. 2, p241 animal names, TE Vol. 2, p255 & 271	informational words, TE Vol. 2, p301 descriptive words, TE Vol. 2, p399 content (non-fiction text), TE Vol. 2, p409	

Phonological Awareness and Phonics- 2b			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4a Discriminate Spoken Sentences, Words and Syllables	<ul style="list-style-type: none"> <li>continued from 1a/b for identified students</li> </ul>		Theme 5 Test Theme 6 Test  PALS K (Midyear)
K.4b Identify/Produce Rhyme	<ul style="list-style-type: none"> <li>continued from 1a for identified students</li> </ul>		
K.4c Blend/Segment Syllables	<ul style="list-style-type: none"> <li>continued from 1a for identified students</li> </ul>		
K.4d Blend/Segment Onset/Rime  <u>Target Rimes:</u> -ig, it, ip	<ul style="list-style-type: none"> <li>orally blend and segment one-syllable words into onset and rime (e.g., /b/-/oat/ = boat; hat = /h/-/at/)</li> </ul>	<i>Onset and Rime Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf</a>	
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Gg, Ff, Ll, Hh, li	<ul style="list-style-type: none"> <li>rapid recognition and naming</li> <li>upper and lower case letters</li> <li>produce most common consonant sound</li> <li>write letter that corresponds to sound</li> <li>vowel sounds are continuous sounds</li> </ul>	<i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching</a> ; <a href="#">Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-">http://www.fcrr.org/Curriculum/pdf/GK-</a>	

/g/, /f/, /l/, /h/, short /i/ long /i/ (sound only, not spelling)	<ul style="list-style-type: none"> <li>• /f/, /l/, and /h/ are continuous sounds</li> <li>• /g/ is a stop consonant sound</li> <li>• isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	<a href="#">1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
K.4e B/E Sounds	<ul style="list-style-type: none"> <li>• continued from 2a</li> </ul>		
<b>Core Program Materials:</b> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

Fluency- 2b			
Ongoing: K.6 c Read & Explain Writing/Drawings			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5d Directionality K.5e/K.7c Concept of Word	<ul style="list-style-type: none"> <li>• locate lines of text, words, letters, and spaces</li> <li>• follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>• match voice with print including words with more than one syllable</li> <li>• match voice with print in syllables, words, and phrases</li> <li>• locate and name periods, question marks, and exclamation points</li> </ul>	PALS K Concept of Word Quick Check 3: "On Top of Spaghetti"  <i>PALS Lessons- Emergent Readers</i> COW Lessons: <a href="#">Cloze</a> ; <a href="#">Cut It Up!</a>  memorized rhymes and songs language experience stories <i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	PALS K Concept of Word Quick Check 4: "It's Raining, It's Pouring"  PALS K (Midyear)
K.6d Name/Sight Words  Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>• identify own <u>last</u> name</li> <li>• read high frequency words</li> <li>• read meaningful, concrete words</li> <li>• locate common words in familiar text</li> </ul>	memorized rhymes and songs	
<b>Core Program Selections</b>			
<u>Pre-Decodable/Decodable Books:</u> My Pig; I Have, You Have; Soup; The Dig; Kip the Ant		<u>Meaningful, Concrete Words</u> from <i>Big Book of Songs &amp; Rhymes</i> Five Speckled Frogs (p30): <i>frogs, log, pool</i>	
<u>Independent Readers:</u> Too Little; Lil's Big Day; Where Do Pigs Play?; A Dog Has Pups; Insects and Spiders		Mary Had a Little Lamb (p15): <i>lamb, snow, school, children</i> The Kitty Ran Up the Tree (p11): <i>kitty, tree, nose, toes</i>	
<u>High-Frequency Words:</u> you, have, do, what		Fuzzy Wuzzy, Creepy Crawly (p18): <i>caterpillar, butterfly</i>	

## Quarter 3a

Comprehension Focus: Summarizing Fiction			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<p>K.9c Predict Fiction K.9d Questioning Fiction K.9f Retell Stories B/M/E</p> <p><u>Key Vocabulary</u> retell beginning middle end before/after first next then last</p>	<ul style="list-style-type: none"> <li>make ongoing prediction based on illustrations and text</li> <li>ask and respond to simple questions about the content of a book</li> <li>retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, end)</li> <li>use words to sequence events (e.g., before, after, next)</li> <li>use vocabulary from a story in discussions and retellings</li> </ul>	<p>TE, Vol. 2 Theme 7, Weeks 2 &amp; 3 Theme 8, Weeks 1 &amp; 2</p> <p><u>Comprehension Activities &amp; Materials</u> (Sequence a Story, Story Sequence Organizer, Retell Wheel, Sum It Up) <a href="http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf">http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf</a></p>	
<p><u>Core Program Selections</u> <u>Read Aloud Titles:</u> <i>Look Closer; Wonderful Worms; Anansi and the Biggest, Sweetest Melon; The Fearsome Beast; Walking Through the Jungle; Elmer; So Say the Little Monkeys; The Rooster Who Went to His Uncle's Wedding</i> <u>Rhymes &amp; Poems:</u> <i>When It Comes to Bugs; The Ants Come Marching; Eency, Weency Spider; Counting Crocodiles; The Bear Went Over the Mountain; The Little Turtle</i> <b>Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.</b> <b>See also <a href="#">Picture Books for Teaching Comprehension Skills</a>.</b></p>			
Vocabulary			
<p>K.8a Discuss Word Meanings K.8b Vocabulary in Read Alouds</p>	<p><u>Word Categories</u> animal names, TE Vol. 2, p423 descriptive words, TE Vol. 2, p447 &amp; 569</p>	<p>action words, TE Vol. 2, p469 sound words, TE Vol. 2 p533</p>	

Phonological Awareness and Phonics- 3a			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
<p>K.4d Blend/Segment Onset/Rime</p> <p><u>Target Rimes:</u> -ot, -op</p>	<ul style="list-style-type: none"> <li>orally blend and segment one-syllable words into onset and rime (e.g., /b/-/oat/ = boat; hat = /h/-/at/)</li> </ul>	<p><i>Onset and Rime Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf</a></p>	Theme 7 Test
<p>K.4d Blend/Segment Phonemes</p>	<ul style="list-style-type: none"> <li>blend three spoken phonemes to make words (/c/-/a/-/t/ = cat)</li> <li>segment one-syllable words into speech</li> </ul>	<p><i>Individual Phoneme Activities &amp; Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part4.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part4.pdf</a></p>	

	sound units (bat = /b/-/a/-/t/)	<a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf</a>  <i>PALS Lessons- Emergent Readers</i> <a href="#">Phoneme Blending</a>	
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Bb, Kk, Oo /b/, /k/, short /o/  long /o/ (sound only, not spelling)	<ul style="list-style-type: none"> <li>• rapid recognition and naming</li> <li>• upper and lower case letters</li> <li>• produce most common consonant sound</li> <li>• write letter that corresponds to sound</li> <li>• vowel sounds are continuous sounds</li> <li>• /b/ and /k/ are stop consonant sounds</li> <li>• isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	<i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching</a> ; <a href="#">Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
K.4e B/E Sounds	<ul style="list-style-type: none"> <li>• continued from 2a for identified students</li> </ul>		
<b>Core Program Materials:</b> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

Fluency- 3a			
Ongoing: K.6 c Read & Explain Writing/Drawings			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5d Directionality K.5e/K.7c Concept of Word	<ul style="list-style-type: none"> <li>• locate lines of text, words, letters, and spaces</li> <li>• follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>• match voice with print including words with more than one syllable</li> <li>• match voice with print in syllables, words, and phrases</li> <li>• locate and name periods, question marks, and exclamation points</li> </ul>	PALS K Concept of Word Quick Check 5: "Alligator Pie"  <i>PALS Lessons- Emergent Readers</i> COW Lessons: <a href="#">Cloze</a> ; <a href="#">Cut It Up!</a>  memorized rhymes and songs language experience stories <i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	PALS K Concept of Word Quick Check 6: "Hush Little Baby"
K.6d Name/Sight Words	<ul style="list-style-type: none"> <li>• read high frequency words</li> <li>• read meaningful, concrete words</li> </ul>	memorized rhymes and songs	

Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>locate common words in familiar text</li> </ul>		
<b>Core Program Selections</b>			
<u>Pre-Decodable/Decodable Books:</u> The Big Ram; What Can Hop?; I Can See It!; What Is in the Box? <u>Independent Readers:</u> A Bug Needs a Home; Amazing Ants; See Me Play; Little Red Hen Bakes a Cake <u>High-Frequency Words:</u> no, see		<u>Meaningful, Concrete Words</u> from <i>Big Book of Rhymes &amp; Songs</i> When It Comes to Bugs (p17): bugs, mother Eency Weency Spider (p20): water, rain, sun, spider Everything Grows (p16): babies, animals, sister, brothers The Bear Went Over the Mountain (p21): bear, mountain The Little Turtle (p24): turtle, box	

### Quarter 3b

Comprehension Focus: Summarizing Nonfiction			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>K.10a Predict Nonfiction</i> <i>K.10b Text Features Nonfiction</i> <u>Key Vocabulary</u> information fact title heading topic	<ul style="list-style-type: none"> <li>retell topic and facts/information in a nonfiction selection</li> <li>make ongoing predictions based on graphics and text</li> <li>relate pictures and illustrations to text</li> <li>ask and respond to simple questions about the content of a text</li> <li>identify text features including titles, headings, and pictures</li> </ul>	TE, Vol. 2 Theme 8, Week 3 TE, Vol. 3 Theme 9, Weeks 1-3 Theme 10, Week 1  <u>Comprehension Activities &amp; Materials</u> (Summarizing, Classifying Information, Sum It Up) <a href="http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf">http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf</a>	
<b>Core Program Selections</b>			
<u>Read Aloud Titles:</u> <i>Walking Through the Jungle; So Say the Little Monkeys; The Strongest One of All; The Hare and the Tortoise; The Shape of Things; Benny's Pennies; The Shoemaker and the Elves; Good-Bye, Hello; Caps for Sale; The Big Yellow Bus; Career Day; Mother, Mother I Want Another</i> <u>Rhymes &amp; Poems:</u> Going on a Bear Hunt; Mr. Backward; Down By The Bay; Sing a Song of People; Old Mister Rabbit; The Bus Song <b>Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.</b> See also <a href="#"><u>Picture Books for Teaching Comprehension Skills.</u></a>			
Vocabulary			
K.8a Discuss Word Meanings K.8b Vocabulary in Read Alouds	<u>Word Categories</u> animal names, TE Vol. 2, p593 sound words, TE Vol. 2, p639 places, TE Vol. 2, p655 positional words, TE Vol. 2, p663	shapes, TE Vol. 3, p25 & p85 colors, TE Vol. 3, p139 action words, TE Vol. 3, p155 transportation words, TE Vol. 3, p163	

Phonological Awareness and Phonics- 3b			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4d Blend/Segment Onset/Rime  <u>Target Rimes:</u> -ox, -ot, -op, -et, -en	<ul style="list-style-type: none"> <li>orally blend and segment one-syllable words into onset and rime (e.g., /b/-/oat/ = boat; hat = /h/-/at/)</li> </ul>	<i>Onset and Rime Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf</a>	Theme 8 Test Theme 9 Test
K.4d Blend/Segment Phonemes	<ul style="list-style-type: none"> <li>continued from 3a</li> </ul>		
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Ww, Xx, Vv, Jj, Ee /w/, /ks/, /v/, /j/, short /e/  long /e/ (sound only, not spelling)	<ul style="list-style-type: none"> <li>rapid recognition and naming</li> <li>upper and lower case letters</li> <li>produce most common consonant sound</li> <li>write letter that corresponds to sound</li> <li>vowel sounds are continuous sounds</li> <li>/w/, /ks/, and /v/ are continuous sounds</li> <li>/j/ is a stop consonant sound</li> <li>isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	<i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching</a> ; <a href="#">Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
K.4e B/E Sounds	<ul style="list-style-type: none"> <li>continued from 2a for identified students</li> </ul>		
<u>Core Program Materials:</u> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

Fluency- 3b			
Ongoing: K.6 c Read & Explain Writing/Drawings			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5d Directionality K.5e/K.7c Concept of Word	<ul style="list-style-type: none"> <li>locate lines of text, words, letters, and spaces</li> <li>follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>match voice with print including words with more than one syllable</li> <li>match voice with print in syllables, words, and phrases</li> <li>locate and name periods, question marks, and exclamation points</li> </ul>	PALS K Concept of Word Quick Check 7: "Little Boy Blue"  <i>PALS Lessons- Emergent Readers</i> COW Lessons: <a href="#">Cloze</a> ; <a href="#">Cut It Up!</a>  memorized rhymes and songs language experience stories <i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	PALS K Concept of Word Quick Check 8: "Way Down South"

K.6d Name/Sight Words	<ul style="list-style-type: none"> <li>• read high frequency words</li> <li>• read meaningful, concrete words</li> <li>• locate common words in familiar text</li> </ul>	memorized rhymes and songs	
Meaningful words have been listed for selected poems below.			
<b>Core Program Selections</b>			
<u>Decodable Books:</u> Hop on Top; A Big, Big Van; Come In; Hop In!; Is It For Me?		<u>Meaningful, Concrete Words</u> from <i>Big Book of Rhymes &amp; Poems</i>	
<u>Independent Readers:</u> The Ice Fair; The Lost Dog; Mack and Will Are Friends; A Good Home; Neighborhood Friends		Down By the Bay (p12): <i>home, mother</i>	
<u>High-Frequency Words:</u> look, come, for, me		Old Mister Rabbit (p26): <i>rabbit, garden</i>	
		The Bus Song (p23): <i>bus, wheels, town</i>	

## Quarter 4a

Comprehension Review: Questioning			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>Review all K.9, K.10</i>		TE Vol. 3 Theme 10, Weeks 2 & 3 Theme 11, Weeks 1 & 2	
<b>Core Program Selections</b>			
<u>Read Aloud Title:</u> <i>The Big Yellow Bus; Guess Who?; Franklin in the Dark; Jamaica's Find; The Town Mouse and the Country Mouse; Stone Soup; Five Little Ducks; Come Along, Daisy!; What's What?; Henny Penny</i>			
<u>Rhymes &amp; Poems:</u> This Is the Way We Go To School; Bear in There; The Bear Went Over the Mountain; The Little Turtle			
<b>Read-aloud fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals.</b>			
See also <a href="#">Picture Books for Teaching Comprehension Skills</a> .			
Vocabulary			
K.8a Discuss Word Meanings	<u>Word Categories</u> naming words, TE Vol. 3, p231 careers, TE Vol. 3, p241 & p301 animal names, TE Vol. 3, p255		
K.8b Vocabulary in Read Alouds			

Phonological Awareness and Phonics- 4a			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4d Blend/Segment Onset/Rime	<ul style="list-style-type: none"> <li>• orally blend and segment one-syllable words into onset and rime (e.g., /b/-/oat/ = boat; hat = /h/-/at/)</li> <li>• substitute the beginning consonant to make a new word (teacher asks student to</li> </ul>	<i>Onset and Rime Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf</a>	Theme 10 Test
<u>Target Rimes:</u> -ed, -et, -en			<i>Phoneme Manipulation Activities &amp; Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-</a>

	say "cat," but in place of /c/, she asks them to say /b/, and student responds "bat")	<a href="#">1/PA_Final_Part5.pdf</a>	
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Yy, Zz, Ee /y/, /z/, short /e/  long /e/ (sound only, not spelling)  Digraphs: sh, ch, th, wh	<ul style="list-style-type: none"> <li>• rapid recognition and naming</li> <li>• upper and lower case letters</li> <li>• produce most common consonant sound</li> <li>• produce sounds for digraphs</li> <li>• write letter that corresponds to sound</li> <li>• vowel sounds are continuous sounds</li> <li>• /y/ and /z/ are continuous sounds</li> <li>• isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	<i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching</a> ; <a href="#">Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
K.4e B/E Sounds	<ul style="list-style-type: none"> <li>• continued from 2a for identified students</li> </ul>		
<b>Core Program Materials:</b> Letter and Sound Chart Sentence Strips, Letter and Sound Chart, Letter and Sound Cards, Picture/Word Cards, Oo-pples and Boo-noo-noos CD and Song Book, Read Aloud Anthology, Big Book of Rhymes and Songs, Music CD (orange), Tactile Letter Cards, Big Alphabet Cards, Word Builder Board & Cards, Two Side Write-On/Wipe-Off Board with Green Disks, Themed Practice Book, Phonics Practice Book			

Fluency- 4a			
Ongoing: K.6 c Read & Explain Writing/Drawings			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.5d Directionality K.5e/K.7c Concept of Word	<ul style="list-style-type: none"> <li>• locate lines of text, words, letters, and spaces</li> <li>• follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>• match voice with print including words with more than one syllable</li> <li>• match voice with print in syllables, words, and phrases</li> <li>• locate and name periods, question marks, and exclamation points</li> </ul>	PALS K Concept of Word Quick Check 9: "Kookaburra"  <i>PALS Lessons- Emergent Readers</i> COW Lessons: <a href="#">Cloze</a> , <a href="#">Cut It Up!</a>  memorized rhymes and songs language experience stories <i>Big Book Read Alouds</i> <i>Big Book of Rhymes and Songs</i>	PALS K Concept of Word Quick Check 10: "Little Miss Muffet"
K.6d Name/Sight Words  Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>• read high frequency words</li> <li>• read meaningful, concrete words</li> <li>• locate common words in familiar text</li> </ul>	memorized rhymes and songs	
<b>Core Program Selections</b>			
<b>Decodable Books:</b> We Can Fix; A Hat I Like; Little Cat, Big Cat; But I Can		<a href="#">Meaningful, Concrete Words</a> from <i>Big Book of Rhymes &amp; Poems</i>	

<u>Independent Readers:</u> The Fire Bell Rings; Lots of Jobs; Up the Hill; Float on the Boat <u>High-Frequency Words:</u> one, little	The Bear Went Over the Mountain (p21): <i>bear, mountain</i> The Little Turtle (p24): <i>turtle, box</i> Kitchen Sink Song (p9): <i>kitchen, sink</i>
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## Quarter 4b

Comprehension Review: Questioning			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>Review all K.9, K.10</i>		TE, Vol. 3 Theme 11, Week 3 Theme 12, Weeks 1-3	
<b>Core Program Selections</b>			
<u>Read Aloud Titles:</u> Five Little Ducks; What's What?; Chicken Forgets; Splash in the Ocean!; Fish Faces; Swimmy; The Seashore Noisy Book			
<u>Rhymes &amp; Poems:</u> Blame; Kitchen Sink-Song; A House by the Sea; There's a Hole in the Middle of the Sea; The Little Fishes			
Vocabulary			
K.8a Discuss Word Meanings K.8b Vocabulary in Read Alouds	<u>Word Categories</u> food words, TE Vol. 3, p389 sound words, TE Vol. 3, p409 positional words, TE Vol. 3, p423 number words, TE Vol. 3, p423	action words, TE Vol. 3, p447 & p591 opposites, TE Vol. 3, p469 descriptive words, TE Vol. 3, p577 sound words, TE Vol. 3, p623 & p 669	

Phonological Awareness and Phonics- 4b			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.4d Blend/Segment Onset/Rime <u>Target Rimes:</u> -ut, -un, -ug	<ul style="list-style-type: none"> <li>orally blend and segment one-syllable words into onset and rime (e.g., /b/-/oat/ = boat; hat = /h/-/at/)</li> </ul>	<i>Onset and Rime Activities and Materials</i> <a href="http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf</a>	Theme 11 Test Theme 12 Test
K.4d Blend/Segment Phonemes	<ul style="list-style-type: none"> <li>continued from 3a/4a</li> </ul>		
K.7a Identify Letters K.7b Letter Sounds K.7d Beg Consonant  Qq, Uu	<ul style="list-style-type: none"> <li>rapid recognition and naming</li> <li>upper and lower case letters</li> <li>produce most common consonant sound</li> <li>produce sounds for digraphs</li> </ul>	<i>PALS Lessons- Emergent Readers</i> <a href="#">Alphabet Matching, Font Sort</a>  <i>Letter Recognition Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-">http://www.fcrr.org/Curriculum/pdf/GK-</a>	PALS K (Spring)

/kw/, short /u/ long /u/ (sound only, not spelling) Digraphs: sh, th, ch, wh	<ul style="list-style-type: none"> <li>• write letter that corresponds to sound</li> <li>• vowel sounds are continuous sounds</li> <li>• /kw/ is a continuous sound</li> <li>• isolate initial consonants in single-syllable words (/m/ is the first sound in moon)</li> </ul>	<a href="#">1/P_Final_Part1.pdf</a>  <i>Letter-Sound Activities &amp; Materials</i> <a href="http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf</a>	
K.4e B/E Sounds	<ul style="list-style-type: none"> <li>• continued from 2a for identified students</li> </ul>		
<b>Fluency- 4b</b>			
<b>Ongoing: K.6 c Read &amp; Explain Writing/Drawings</b>			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
K.6d Name/Sight Words  Meaningful words have been listed for selected poems below.	<ul style="list-style-type: none"> <li>• read high frequency words</li> <li>• read meaningful, concrete words</li> <li>• locate common words in familiar text</li> </ul>	memorized rhymes and songs	
<b>Core Program Selections</b>			
<u>Decodable Books:</u> Up, Up, Up; Is It a Fish?; It Is Fun; A Bug Can Tug; Sid Hid; In a Sub <u>Independent Readers:</u> Silly Pig; At the Beach; The Best Boat; Dive in the Ocean		<u>Meaningful, Concrete Vocabulary</u> from <i>Big Book of Rhymes &amp; Poems</i> The Little Fishes (p28): <i>fishes, water</i>	

## PALS Lesson Plans: Emergent & Beginning Readers

<u>PALS Emergent</u>	PALS Beginning
<p><b>After Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Assessment</a></li> <li>• <a href="#">Draw and Label</a></li> <li>• <a href="#">Repeated Sorting</a></li> <li>• <a href="#">Word Hunt</a></li> </ul> <p><b>Alphabetic</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Alphabetize Letters</a></li> <li>• <a href="#">Alphabet Matching</a></li> <li>• <a href="#">Alphabet Tracking</a></li> <li>• <a href="#">Child's Name</a></li> <li>• <a href="#">Font Sort</a></li> <li>• <a href="#">Handwriting</a></li> </ul> <p><b>Concept of Word</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Be the Word</a></li> <li>• <a href="#">Cloze</a></li> <li>• <a href="#">Cut It Up</a></li> <li>• <a href="#">I'm Thinking Of</a></li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Beginning Sounds</a></li> <li>• <a href="#">Phoneme Blending</a></li> <li>• <a href="#">Rhyme</a></li> <li>• <a href="#">Syllable Awareness</a></li> <li>• <a href="#">Language Play Chart</a></li> </ul> <p><b>Samples</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5 Little Ducks</a></li> <li>• <a href="#">5 Little Specked Frogs</a></li> <li>• <a href="#">5 Little Monkeys</a></li> </ul>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Emotion Match</a></li> <li>• <a href="#">Fluency Phones</a></li> <li>• <a href="#">Individual Whisper Read</a></li> <li>• <a href="#">On the Lookout</a></li> <li>• <a href="#">Paired Reading</a></li> <li>• <a href="#">Partner Read</a></li> <li>• <a href="#">Performance Reading</a></li> <li>• <a href="#">Poetry Club</a></li> <li>• <a href="#">Prosody Alphabet</a></li> <li>• <a href="#">Puppet Applause</a></li> <li>• <a href="#">Radio Reading</a></li> <li>• <a href="#">Rainbow Reading</a></li> <li>• <a href="#">Read Around</a></li> <li>• <a href="#">Read Like Me</a></li> <li>• <a href="#">Running Record 100</a></li> <li>• <a href="#">Search for Signals</a></li> <li>• <a href="#">Student Recordings</a></li> <li>• <a href="#">Text Copy Cut Up</a></li> <li>• <a href="#">Which Way Should I Say</a></li> <li>• <a href="#">You Be the Illustrator</a></li> </ul> <p><b>New Book</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Prompts</a></li> </ul> <p><b>Sound Charts</b></p> <ul style="list-style-type: none"> <li>• <a href="#">All</a></li> <li>• <a href="#">Blends</a></li> <li>• <a href="#">Consonant Digraphs</a></li> </ul>

- [Hickory Dickory Dock](#)
- [Itsy Bitsy Spider](#)
- [Old MacDonald](#)
- [Squirrel, Squirrel](#)
- [I'm a Little Teapot](#)

- [Vowels](#)

**Word Bank**

- [Bingo](#)
- [Concentration](#)
- [Go Fish](#)
- [In Text Cloze](#)
- [In Text Highlighting](#)
- [In Text I'm Thinking Of](#)
- [In Text Matching](#)
- [Out Text Pick Up](#)
- [Out Text Sorting](#)
- [Out Text Writing](#)
- [Word Bank Cards](#)

**Word Study**

- [Bingo](#)
- [Board Games](#)
- [Concentration](#)
- [Go Fish](#)
- [Sound Monster](#)
- [Sound String](#)
- [Sound Wheels](#)
- [Word Family Flip Charts](#)

**Writing for Sounds**

- [Sentence Dictation on Tape](#)

[Click here to view the entire PALS Lesson Plan Directory for: Emergent, Beginning, Transitional and Intermediate Readers](#)