

Teacher: Core Reading GuidedReading
GradeK

Year: 2011-12

Course: Guided Reading Grade K

Month: All Months

S e p t e m b e r	Concepts of Print-Sept							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
	R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger- pointing demonstrating left-to right and top-to bottom directionality R.K.10.4- Identifying key parts of a book: front and back, print, illustrations		Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a book: front and back, print, illustrations	Locate a letter within a word embedded in a sentence Locate a word within sentence within text Points to each word using right to left directionality (tracking) Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking				

			again.) Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations				
--	--	--	--	--	--	--	--

Informational Text- Sept ~ *Assumes increasing text complexity with identified grade level text (DIBELS, DR etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.7.1- Obtaining information, using text features such as title and illustrations		Text Features *Focus Reference Material: Science/soc. st. content	Obtains information such as title and illustrations *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text- Sept ~ *Assumes increasing text complexity with identified grade level text (DIBELS, DRA, L and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.2.1-Using strategies to unlock meaning R.K.4.2- Responding to simple questions about a book's content R.K.12.0-		Genre Exploration: Nursery Rhymes, Songs, Chants Literarcy Devices Teacher created questions	Begins to recognize characteristics of Nursery Rhymes, Songs, Chants Recognize pictures or repetitive language to			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e.	

<p>Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts R.K.12.2- Using pictures, syntax or repetitive language patterns to help predict upcoming words</p>		<p>from selected text Unfamiliar Vocabulary</p>	<p>predict upcoming words Answer simple questions about a stories content during read alouds Uses strategies such as activating prior knowledge, using context clues, or asking questions to unlock vocabulary meaning</p>			<p>any unfamiliar key words), and assessment (i.e. NWEA, NECAP).</p>
---	--	---	---	--	--	---

O
c
t
o
b
e
r

Concepts of Print-Oct							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
<p>R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger-pointing demonstrating left-to right and top-to bottom directionality R.K.10.4- Identifying</p>		<p>Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a book: front and back, print, illustrations</p>	<p>Locate a letter within a word embedded in a sentence Locate a word within sentence within text Points to each word using right to left directionality (tracking) Demonstrate</p>				

key parts of a book: front and back, print, illustrations		by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.) Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations				
---	--	---	--	--	--	--

Informational Text- *Assumes increasing text complexity with identified grade level text (DIBELS, DR, etc.) and differentiated text as appropriate.*
Oct ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				

use for different types of texts							
R.K.7.2- Using explicitly stated information to answer questions		Explicit Information and facts *Focus Reference Material: Science/soc. st. content	Answers questions by using stated information *Choose/use appropriate practical/functional text				*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Oct ~

Assumes increasing text complexity with identified grade level text (DIBELS, DRA, Le and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.4.1- Identifying characters in a story		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.4.1- Identifying characters in a story R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types		Genre Exploration: Nursery Rhymes, Songs, Chants Literarcy Devices Characters Visualizing: mental images (make a picture in your mind)	Recognize pictures or repetitive language to predict upcoming words Name the characters in a story Uses visualization to understand and				*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).

of texts R.K.12.2- Using pictures, syntax or repetitive language patterns to help predict upcoming words			remember			
---	--	--	----------	--	--	--

November

Concepts of Print-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger- pointing demonstrating left-to right and top-to bottom directionality R.K.10.4- Identifying key parts of a book: front and back, print, illustrations		Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a book: front and back, print, illustrations	Locate a letter within a word embedded in a sentence Locate a word within sentence within text Points to each word using right to left directionality (tracking) Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first				

			word of the next line below and continue tracking again.) Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations				
--	--	--	--	--	--	--	--

Informational Text- *Assumes increasing text complexity with identified grade level text (DIBELS, DR Nov ~ etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.8.1- Telling what was learned		Information Analysis *Focus Reference Material: Science/soc. st. content	States what is learned by answering questions *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Nov ~

Assumes increasing text complexity with identified grade level text (DIBELS, DRA, L and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.5.1- Making predictions about what might happen next		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Genre Exploration: Realistic Fiction Retelling/Sequencing Predicting	Begins to recognize characteristics of realistic fiction Retells to demonstrate comprehension Predicts about what might happen next			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

D
e
c
e
m
b
e
r
Concepts of Print-Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger-pointing demonstrating left-to right and top-to bottom directionality		Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a book: front and back, print, illustrations	Locate a letter within a word embedded in a sentence Locate a word within sentence within text Points to each word using right to left directionality				

R.K.10.4- Identifying key parts of a book: front and back, print, illustrations			(tracking) Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.) Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations				
---	--	--	---	--	--	--	--

Informational Text- *Assumes increasing text complexity with identified grade level text (DIBELS, DR Dec ~ etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				

comprehension and strategy use for different types of texts							
R.K.8.3- Making basic inferences		Inferences *Focus Reference Material: Science/soc. st. content	Makes basic inferences *Choose/use appropriate practical/functional text				*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Dec ~

Assumes increasing text complexity with identified grade level text (DIBELS, DRA, Le and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.4.3- Generating questions during read alouds		Literary vs. Informational Questioning	Distinguish between literary text and informational text Asks questions				*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key

			during read alouds			words), and assessment (i.e. NWEA, NECAP).		
J a n u a r y	Concepts of Print-Jan							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
	R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger- pointing demonstrating left-to right and top-to bottom directionality R.K.10.3- Identifying the first and last parts of a word (beginning/end of the word) R.K.10.4- Identifying key parts of a book: front and back, print, illustrations		Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a book: front and back, print, illustrations Words within text	Locate a letter within a word embedded in a sentence Locate a word within sentence within text Points to each word using right to left directionality (tracking) Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.)				

			<p>Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations</p> <p>Locate the first part of a word within text</p> <p>Locate the last part of a word within text</p>				
--	--	--	---	--	--	--	--

Informational Text- *Assumes increasing text complexity with identified grade level text (DIBELS, DR. etc.) and differentiated text as appropriate.*
 Jan ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.7.1- Obtaining information, using text features such as title and illustrations		Text Features *Focus Reference Material: Science/soc. st. content	Obtains information such as title and illustrations *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e.	

NWEA, NECAP).

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Jan ~

Assumes increasing text complexity with identified grade level text (DIBELS, DRA, Le and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.5.2- Identifying characteristics of main characters R.K.8.3- Making basic inferences		Characteristics of main characters Inferences	Describe characteristics of main characters Makes basic inferences			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

F
e
b
r
u
a
r
y
Concepts of Print-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.10.1- Distinguishing between printed letters and words R.K.10.2-		Printed letters and words in text Right to left directionality and top to	Locate a letter within a word embedded in a sentence Locate a				

<p>Following text with finger-pointing demonstrating left-to right and top-to bottom directionality</p> <p>R.K.10.3- Identifying the first and last parts of a word (beginning/end of the word)</p> <p>R.K.10.4- Identifying key parts of a book: front and back, print, illustrations</p>		<p>bottom directionality</p> <p>Parts of a book: front and back, print, illustrations</p> <p>Words within text</p>	<p>word within sentence within text</p> <p>Points to each word using right to left directionality (tracking)</p> <p>Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.)</p> <p>Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations</p> <p>Locate the first part of a word within text</p> <p>Locate the last part of a</p>				
--	--	--	---	--	--	--	--

			word within text				
Informational Text- Feb ~ <i>Assumes increasing text complexity with identified grade level text (DIBELS, DRA, etc.) and differentiated text as appropriate.</i>							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.8.1- Telling what was learned R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.7.2- Using explicitly stated information to answer questions R.K.8.1- Telling what was learned		Explicit Information and facts *Focus Reference Material: Science/soc. st. content	States what is learned by answering questions *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	
Four Blocks as Model of Instructional Delivery applies to each unit and month.							
Literary Text- Feb ~ <i>Assumes increasing text complexity with identified grade level text (DIBELS, DRA, Le and differentiated text as appropriate.</i>							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.12.0- Comprehension		Strategy and skill review	Continuous revisiting of				

Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts			previous skills and strategies as appropriate to text				
R.K.12.1- Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) R.K.16.1- Comparing stories or other texts to personal experience, prior knowledge, which might include other texts		Connections Word usage (auditory)	Makes text to self and text to text connections to the text Recognizes simple sentences that do not make sense			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

M
a
r
c
h

Concepts of Print-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger-pointing		Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a	Locate a letter within a word embedded in a sentence Locate a word within sentence within text				

<p>demonstrating left-to right and top-to bottom directionality R.K.10.3- Identifying the first and last parts of a word (beginning/end of the word) R.K.10.4- Identifying key parts of a book: front and back, print, illustrations</p>		<p>book: front and back, print, illustrations Words within text</p>	<p>Points to each word using right to left directionality (tracking) Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.) Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations Locate the last part of a word within text</p>				
<p>Informational Text- March ~</p>		<p><i>Assumes increasing text complexity with identified grade level text (DIBELS, D Lexile, etc.) and differentiated text as appropriate.</i></p>					

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.8.3-Making basic inferences		Inferences *Focus Reference Material: Science/soc. st. content	Makes basic inferences *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	
<p>Four Blocks as Model of Instructional Delivery applies to each unit and month.</p> <p>Literary Text- March ~ <i>Assumes increasing text complexity with identified grade level text (DIBELS, DRA, etc.) and differentiated text as appropriate.</i></p>							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.2.1-Using strategies to unlock meaning R.K.4.2- Responding to simple questions about a book's content		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				

<p>R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p> <p>R.K.12.2- Using pictures, syntax or repetitive language patterns to help predict upcoming words</p>							
<p>R.K.2.1-Using strategies to unlock meaning</p> <p>R.K.4.2- Responding to simple questions about a book's content</p> <p>R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p>		<p>Literarcy Devices Teacher created questions from selected text Visualizing: mental images (make a picture in your mind) Unfamiliar Vocabulary</p>	<p>Recognize pictures or repetitive language to predict upcoming words</p> <p>Answer simple questions about a stories content during read alouds Uses visualization to understand and remember Uses</p>				<p>*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).</p>

R.K.12.2- Using pictures, syntax or repetitive language patterns to help predict upcoming words			strategies such as activating prior knowledge, using context clues, or asking questions to unlock vocabulary meaning				
---	--	--	--	--	--	--	--

A
p
r
i
l
Concepts of Print-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.10.1- Distinguishing between printed letters and words R.K.10.2- Following text with finger- pointing demonstrating left-to right and top-to bottom directionality R.K.10.3- Identifying the first and last parts of a word (beginning/end of the word) R.K.10.4- Identifying key parts of a book: front and back, print, illustrations		Printed letters and words in text Right to left directionality and top to bottom directionality Parts of a book: front and back, print, illustrations Words within text	Locate a letter within a word embedded in a sentence Locate a word within sentence within text Points to each word using right to left directionality (tracking) Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the				

			<p>line, they "sweep" to the first word of the next line below and continue tracking again.)</p> <p>Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations</p> <p>Locate the first part of a word within text</p> <p>Locate the last part of a word within text</p>				
--	--	--	--	--	--	--	--

Informational Text- April ~ *Assumes increasing text complexity with identified grade level text (DIBELS, DRA, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.8.1-		Information	States what is			*Appropriate	

Telling what was learned		Analysis *Focus Reference Material: Science/soc. st. content	learned by answering questions *Choose/use appropriate practical/functional text			vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).
--------------------------	--	---	---	--	--	--

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
April ~

Assumes increasing text complexity with identified grade level text (DIBELS, DRA, L and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.4.1- Identifying characters in a story R.K.5.1- Making predictions about what might happen next		Genre Exploration: Fairy Tales, Fantasy Characters Retelling/Sequencing Predicting	Begins to recognize characteristics of fairy tales and fantasy Name the characters in a story Retells to demonstrate comprehension Predicts about what might happen next			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

May

Concepts of Print-May							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
<p>R.K.10.1- Distinguishing between printed letters and words</p> <p>R.K.10.2- Following text with finger-pointing demonstrating left-to right and top-to bottom directionality</p> <p>R.K.10.3- Identifying the first and last parts of a word (beginning/end of the word)</p> <p>R.K.10.4- Identifying key parts of a book: front and back, print, illustrations</p>		<p>Printed letters and words in text</p> <p>Right to left directionality and top to bottom directionality</p> <p>Parts of a book: front and back, print, illustrations</p> <p>Words within text</p>	<p>Locate a letter within a word embedded in a sentence</p> <p>Locate a word within sentence within text</p> <p>Points to each word using right to left directionality (tracking)</p> <p>Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.)</p> <p>Locate parts of a book (front cover, back cover, print (i.e.</p>				

			title, author, illustrator), and illustrations Locate the first part of a word within text Locate the last part of a word within text				
Informational Text- May ~ <i>Assumes increasing text complexity with identified grade level text (DIBELS, DR etc.) and differentiated text as appropriate.</i>							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.7.2- Using explicitly stated information to answer questions		Explicit Information and facts *Focus Reference Material: Science/soc. st. content	Answers questions by using stated information *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	
Literary Text- May ~ Four Blocks as Model of Instructional Delivery applies to each unit and month.							

Assumes increasing text complexity with identified grade level text (DIBELS, DRA, L and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.4.3- Generating questions during read alouds R.K.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Genre Exploration: Poetry Literary vs. Informational Questioning	Begins to recognize characteristics of poetry Distinguish between literary text and informational text Asks questions during read alouds			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	

J
u
n
e

Concepts of Print-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessm
R.K.10.1- Distinguishing between printed letters and words		Printed letters and words in text Right to left directionality	Locate a letter within a word embedded in a sentence				

<p>R.K.10.2- Following text with finger-pointing demonstrating left-to right and top-to bottom directionality</p> <p>R.K.10.3- Identifying the first and last parts of a word (beginning/end of the word)</p> <p>R.K.10.4- Identifying key parts of a book: front and back, print, illustrations</p>		<p>and top to bottom directionality</p> <p>Parts of a book: front and back, print, illustrations</p> <p>Words within text</p>	<p>Locate a word within sentence within text</p> <p>Points to each word using right to left directionality (tracking)</p> <p>Demonstrate by pointing top to bottom directionality by using the language of return sweep (for example: when child reaches the end of the line, they "sweep" to the first word of the next line below and continue tracking again.)</p> <p>Locate parts of a book (front cover, back cover, print (i.e. title, author, illustrator), and illustrations</p> <p>Locate the first part of a word within text</p>				
--	--	---	---	--	--	--	--

			Locate the last part of a word within text				
Informational Text- June ~ <i>Assumes increasing text complexity with identified grade level text (DIBELS, DR etc.) and differentiated text as appropriate.</i>							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.K.8.3-Making basic inferences		Inferences *Focus Reference Material: Science/soc. st. content	Makes basic inferences *Choose/use appropriate practical/functional text			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	
Four Blocks as Model of Instructional Delivery applies to each unit and month.							
Literary Text- June ~ <i>Assumes increasing text complexity with identified grade level text (DIBELS, DRA, L and differentiated text as appropriate.</i>							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessr
R.K.12.0-Comprehension Skills and		Strategy and skill review	Continuous revisiting of previous				

Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts			skills and strategies as appropriate to text				
R.K.5.2- Identifying characteristics of main characters R.K.12.1- Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) R.K.16.1- Comparing stories or other texts to personal experience, prior knowledge, which might include other texts		Characteristics of main characters Connections Word usage (auditory)	Describe characteristics of main characters Makes text to self and text to text connections to the text Recognizes simple sentences that do not make sense			*Appropriate vocabulary derived from, but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (i.e. any unfamiliar key words), and assessment (i.e. NWEA, NECAP).	