



Topic	Concept/Goal	Skill	Activity/Resource
<p>READING</p>	<p>Develop an appreciation for literature, including books which create a sense of students' place as well as other cultures</p> <p>Respond to books with increasing sensitivity and understanding</p> <p>Recognize the value of books as sources of information and ideas</p> <p>Develop an active and confident attitude toward reading</p> <p>Develop spatial awareness and visual imagery</p> <p>Develop phonemic awareness, strengthen letter recognition and practice letter/sound associations</p>	<p>Show an ability to listen to and look at books for a sustained period</p> <p>Choose to look at and "read" books as a free activity</p> <p>Begin to notice features of an author's or illustrator's style</p> <p>Learn strategies for building comprehension: make connections among events, make predictions, create alternate endings, etc.</p> <p>Use pictures and text of nonfiction books to learn about topics of interest</p> <p>Practice reading strategies: using picture/context clues, repetitive language patterns, recognition of high-frequency words, begin to use initial sounds to decode unknown words</p> <p>Develop concepts of print: reading from left to right, top to bottom, first page to last</p> <p>Gain reading proficiency through practice with books at appropriate skill levels</p> <p>Is able to rhyme, segment, and blend sounds</p> <p>Match uppercase and lowercase letters</p> <p>Identifies all consonant and short vowel sounds</p> <p>Decodes any three sound, short vowel CVC (consonant-vowel-consonant) word</p>	<p>Fountas and Pinnell Guided Reading and Phonics Lessons</p> <p>Daily reading of picture books, chapter books, Big Books, thematic literature, songs, poems</p> <p>Trips to the library: daily drop-ins and once a week class visit</p> <p>Nursery Rhymes</p> <p>Character studies of new and old favorites</p> <p>Group discussions, story responses, writing, drawing, role-playing</p> <p>Modeled writing and reading</p> <p>Story innovations (whole class and individual)</p> <p>Guided Reading, Big Books, mini-lessons</p> <p>Wright Group Books</p> <p>Books on tape</p> <p>Small and Large group phonemic awareness activities</p> <p>Games, songs, and activities</p> <p>Chants, poetry, and finger plays</p> <p>Individualized reading logs</p> <p>Access to classroom and school libraries</p> <p>Reading aloud to teacher and classmates</p> <p>Songs, poems, oral language games</p>



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<p>WRITING</p>	<p>Learn about the connections between spoken and written language and between reading and writing                      Develop readiness for writing through ongoing interactions with print                      Show an interest in writing to communicate ideas, experiences, and feelings; write for a variety of purposes                      Show a developing capacity to record speech sounds in order to write words                      Develop an awareness of conventional spelling and writing mechanics                      Show an understanding that their own lives are full of small moments and is able to write a piece describing one of those moments.                      Understand the process authors go through to publish a piece of writing.</p>	<p>Dictate stories                      Contribute ideas to class writing projects</p> <p>Notice and respond to print in books and in the classroom environment                      Know that writers work from left to right, top to bottom, and front to back</p> <p>Approach individual and class writing projects with eagerness and confidence                      Learn about choosing writing topics                      Share writing with an audience                      Use a combination of drawing and writing to convey and support an idea</p> <p>Learn to use temporary spelling to get thoughts on paper: begin to use initial and final consonants, include medial sounds depending on individual interest and readiness                      Begin to be able to read and explain what you have written</p> <p>Use environmental print as a spelling resource                      Begin to use conventional spelling for some common words: the, and, etc.                      Correctly spell all words on the kindergarten high frequency word list</p> <p>Demonstrate an ability to put spaces between words, write from left to right, top to bottom                      Experiment with some punctuation marks</p>	<p>Lucy Calkins' Units of Study for Primary Writing: A Yearlong Curriculum</p> <p>Sharing of stories written or dictated by children; modeled writing                      Writing signs and labels</p> <p>Big Books, chapter books                      Read the Room                      Morning Messages</p> <p>Individual and class books                      Journal writing, Story response                      Making lists and creating graphs                      Dictation to an adult                      Labeling and illustrating                      Interactive Writing</p> <p>Modeled writing, Journal writing                      Games and activities for developing phonological awareness</p> <p>Be a "Spelling Detective"                      Kindergarten list of high frequency words                      Modeled writing activities</p> <p>Modeled writing, individual and group mini-lessons</p> <p>Daily Writing Workshop                      Publishing select pieces of writing</p>



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HANDWRITING	<p>Strengthen fine motor skills</p> <p>Develop an awareness of directionality, spatial orientation, and different print styles</p> <p>Knows the language used when describing letter formations through the Handwriting Without Tears program (big line, little line, big curve, little curve...)</p> <p>Understands how to use the HWT lined paper</p>	<p>Demonstrate control and confidence using a variety of instruments and manipulatives</p> <p>Develop an efficient pencil grasp</p> <p>Learn that letters are formed in a particular stroke order</p> <p>Making letters and numbers with top – down strokes</p>	<p>Handwriting Without Tears The use of chalk, slates, and letter blocks</p> <p>Fine and gross motor warm-up activities</p> <p>Use of scissors, paint brushes, glue, clay, puzzles, Legos, small math manipulatives, etc.</p> <p>Practice with commercial pencil grips</p> <p>Daily use of pencils and markers for writing and drawing</p> <p>"Air writing," "back writing," and other kinesthetic activities</p> <p>Writing in salt, sand, shaving cream, etc.</p>
LISTENING AND SPEAKING	<p>Develop an age-appropriate attention span for large and small group activities</p> <p>Sustain attention when directions are given</p> <p>Increase proficiency with spoken language patterns</p> <p>Develop confidence and proficiency sharing ideas and feelings with teacher and peers</p>	<p>Demonstrate an ability to sit and attend to group activities</p> <p>Begin to respond to others' ideas and practice raising hand for a turn to speak; begin to be able to hold a thought while others take a turn</p> <p>Follow multi-step directions</p> <p>Participate confidently in group language experiences</p> <p>Speak to the group confidently and with appropriate volume</p>	<p>Weekly visits to the library</p> <p>Sharing appropriate questions and comments</p> <p>Waiting turns while others share</p> <p>Class Meetings</p> <p>Individual and group lessons in the classroom and all the enrichment areas</p> <p>Learning songs, poems, memorizing predictable texts</p> <p><i>The Morning Meeting Book</i></p> <p>Group discussions, calendar, sharing individual work, reading books aloud, sharing items from home</p>