

LITERACY SCOPE AND SEQUENCE AY 24-25

I – Introduced
P - Practiced
M - Mastered
A - Applied

STRAND	STANDARDS/SKILLS (Common Core)	PRE- K	KG1	KG2
READING: LITERATURE	R.L.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	After listening to literature, ask and answer questions about key details in a text.	After shared reading, ask and answer questions about key details in a text.	Having read, grade appropriate material, ask and answer questions about key details in a text.
	R.L.K.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.	After listening to literature, retell key details.	After shared reading, retell the story, including key details.	Having read, grade appropriate material, retell the story, including key details.
	R.L.K.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, identify character and setting in a story. (Who? Where? When?)	Identify character and setting in a story. (Who? Where? When?)	Identify character, setting and major events in a story. (Who? Where? When? Problem/Solution)
	R.L.K.4 Craft and Structure: Ask and answer questions about unknown words in a text.	Oral Vocabulary building	Vocabulary building Sight Words Word Work	Vocabulary building Sight Words Word Work
	R.L.K.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).	Enjoy common types of texts. (Fiction and Non-Fiction, storybooks, poems)	Recognize common types of texts. (storybooks, poems)	Recognize common types of texts. (Fiction and Non-Fiction, storybooks, poems)
	R.L.K.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Role play as authors and illustrators when engaged in literature.	Define the role of the author and illustrator in storytelling.	Identify the author and illustrator of a story. Define the role of the author and illustrator in storytelling.
	R.L.K.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Given a complex picture, describe what is happening or make connections between the picture and the story being read. I	Given a complex picture, describe what is happening or make connections between the picture and the story being read. P	Given a complex picture, describe what is happening or make connections between the picture and the story being read. M
	R.L.K.8 Integration of Knowledge and Ideas: (R.L.K.8 not applicable to literature)			
	R.L.K.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Experience the adventures and experiences of characters in similar stories through imaginative play.	P Compare and contrast the adventures and experiences of characters in similar stories.	M Compare and contrast the adventures and experiences of characters in similar stories.
	R.L.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding. EoD Storytime	Actively engage in group reading activities with purpose and understanding. Daily Five EoD Storytime	Actively engage in group reading activities with purpose and understanding. Guided Reading Daily Five EoD Storytime
READING: INFORMATIONAL	R.I.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	After listening to a brief text. Correctly answer questions asked.	After shared reading of an informational text, ask and answer questions about key details in the text.	Having read, grade appropriate informational text, ask and answer questions about key details in a text.
	R.I.K.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.	Null	P Identify the main topic by answering "What/Who is this story about?"	M Identify the main topic by answering "What/Who is this story about?" Retell key details about the text.
	R.I.K.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two people.	Describe the connection between two people, events.	Describe the connection between two people, events, ideas or information.
	R.I.K.4 Craft and Structure: Ask and answer questions about unknown words in a text.	Oral Vocabulary building	Vocabulary building Sight Words Word Work	Vocabulary building Sight Words Word Work
	R.I.K.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.	I Identify the front cover and back cover.	P Identify the front cover, back cover and title page.	M Identify the front cover, back cover and title page.

READING: FOUNDATIONAL SKILLS

<p>R.I.K.6 Craft and Structure:</p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Role play as authors and illustrators when engaged in literature.</p>	<p>Define the role of the author and illustrator in texts.</p>	<p>Identify the author and illustrator of a text.</p> <p>Define the role of the author and illustrator in texts.</p>
<p>R.I.K.7 Integration of Knowledge and Ideas:</p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Null</p>	<p>Describe how illustrations support the text.</p>	<p>Describe how illustrations support the text and vice versa.</p>
<p>R.I.K.8 Integration of Knowledge and Ideas:</p> <p>(With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Null</p>	<p>Identify reasons an author gives to support his/her topic/point. I,P</p>	<p>Identify reasons an author gives to support his/her topic/point. P,M</p>
<p>R.L.K.9 Integration of Knowledge and Ideas:</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Compare and contrast illustrations in similar texts.</p>	<p>Compare and contrast similar texts. (shared reading/whole group)</p>	<p>Compare and contrast similar texts.</p>
<p>R.L.K.10 Range of Reading and Level of Text Complexity:</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	<p>Actively engage in group reading activities with purpose and understanding.</p> <p>EoD Storytime</p>	<p>Actively engage in group reading activities with purpose and understanding.</p> <p>Daily Five EoD Storytime</p>	<p>Actively engage in group reading activities with purpose and understanding.</p> <p>Guided Reading Daily Five EoD Storytime</p>
<p>RF.K.1 Print Concepts. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Follow words left to right, top to bottom and page by page. I</p> <p>Recognize that spoken words are represented by specific letters.</p> <p>Null</p> <p>Recognize and name all upper- and lower-case letters. I, P, M</p>	<p>Follow words left to right, top to bottom and page by page. P</p> <p>Recognize that spoken words are written using specific letters. I, P</p> <p>Understands the difference between individual letters and words. P, M</p> <p>Recognize and name all upper- and lower-case letters. M</p>	<p>Follow words left to right, top to bottom and page by page. M</p> <p>Recognize that spoken words are written using specific letters. M, A</p> <p>Understands that words are separated by spaces when written. P, M</p> <p>Recognize and name all upper- and lower-case letters. A</p>
<p>RF.K.2 Phonological Awareness. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /ll/, /rl/, or /xl/.)</p> <p>RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Recognize and experience rhymes.</p> <p>Null</p> <p>Null</p> <p>Isolate and pronounce the sounds of all upper- and lower-case letters of the alphabet.</p> <p>Null</p>	<p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend and segment syllables in spoken words. I, P</p> <p>Blend, segment onsets and rimes of single syllable spoken words. I, P</p> <p>Isolate and pronounce the initial, medial and final sounds in CVC words. I, P</p> <p>Add or replace sounds in simple, one-syllable words to make new ones. eg (bag – beg – bug) (bad – leg – bud)</p>	<p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend and segment syllables in spoken words. P, M</p> <p>Blend, segment onsets and rimes of single syllable spoken words. P, M</p> <p>Isolate and pronounce the initial, medial and final sounds in CVC words. M, A</p> <p>Add or replace sounds in simple, one-syllable words to make new ones. eg (bag – beg – bug) (bad – leg – bud)</p>
<p>RF.K.3 Phonological Awareness. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Produce the primary sounds for all consonants. Eg. Letter "c" I, P</p> <p>Produce short sounds for all vowels. I, P</p> <p>Use common high frequency words in daily language. EC Word List is at the end of this document.)</p> <p>Verbally name images that represent similarly spelled words (Word families: cat, rat, , hat, mat, bat etc.) A</p>	<p>Produce the primary sounds for all consonants. Eg. Letter "c" = /k/ M</p> <p>Produce short sounds for all vowels. M</p> <p>Read common high frequency words by sight. (EC Word List is at the end of this document.)</p> <p>Distinguish between similarly spelled words by using letter sound knowledge to identify the letter that is different. (Word families: cat, rat, sat etc.) M</p>	<p>Produce the primary and know other common sounds for all consonants. Eg. Letter "c" = /k/, /s/</p> <p>Produce long and short sounds for all vowels.</p> <p>Read common high frequency words by sight. (EC Word List is at the end of this document.)</p> <p>Distinguish between similarly spelled words by using letter sound knowledge to identify the letter that is different. (Word families: cat, rat, sat etc.) A</p>
<p>RF.K.4 Fluency.</p> <p>Read emergent-reader texts with purpose and understanding.</p>	<p>Read picture books. Pre AA - A</p>	<p>Read and comprehend BAS level A-B</p>	<p>Read and comprehend BAS level C-E</p>

WRITING

<p>W.K.1 Text Types and Purposes:</p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>Make marks that represent their own opinion about a given topic, which they can verbally retell.</p>	<p>Compose opinion pieces with: Topic/Title Illustration Opinion sentence</p>	<p>Compose opinion pieces with: Topic/Title Opinion sentence Support sentence 1 Support sentence 2 Support sentence 3 Illustration**</p>
<p>K W.K.2 Text Types and Purposes:</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Make marks that represent information or detail about a given topic which they can verbally retell.</p>	<p>Compose informative pieces with: Topic/Title Illustration w/ labels Detail sentence 1</p>	<p>Compose informative pieces with: Topic/Title Detail sentence 1 Detail sentence 2 Detail sentence 3 Illustration**</p>
<p>K W.K.3 Text Types and Purposes:</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Make marks that represent their own story which they can verbally retell.</p>	<p>Compose story with: Topic/Title Illustration of event Simple narration of event. Eg. (My mom sings.)</p>	<p>Compose story with: Topic/Title Sequence of events Illustration**</p>
<p>K W.K.5 Production and Distribution of Writing:</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Improve marks to better represent what they have "written". Eg a circle is better for an apple than a line</p>	<p>Edit writing to improve product.</p>	<p>Edit writing to improve product.</p>
<p>K W.K.6 Production and Distribution of Writing:</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Publish writing in a variety of ways.</p>	<p>Publish writing in a variety of ways.</p>	<p>Publish writing in a variety of ways.</p>
<p>K W.K.7 Build and Present Knowledge:</p> <p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Explore a number of books by a single author. (author study day)</p>	<p>Explore a number of books by a single author. (author study day)</p>	<p>Explore a number of books by a single author. (author study day)</p>
<p>K W.K.8 Build and Present Knowledge:</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Recall/gather information from experiences to answer a question. (Field trip reflection)</p>	<p>Recall/gather information from experiences to answer a question. (Field trip reflection)</p>	<p>Recall/gather information from experiences to answer a question. (Field trip reflection)</p>

SPEAKING AND LISTENING

<p>SL.K.1 Comprehension and Collaboration:</p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B Continue a conversation through multiple exchanges.</p>	<p>Follow agreed-upon rules for discussions.</p> <p>Continue a conversation through multiple exchanges.</p>	<p>Follow agreed-upon rules for discussions.</p> <p>Continue a conversation through multiple exchanges.</p>	<p>Follow agreed-upon rules for discussions.</p> <p>Continue a conversation through multiple exchanges.</p>
<p>SL.K.2 Comprehension and Collaboration:</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>Answer questions about key details about texts.</p>	<p>Ask and answer questions about key details about texts.</p>	<p>Ask and answer questions about key details about texts.</p>
<p>SL.K.3 Comprehension and Collaboration:</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Answer questions about key details about texts.</p>	<p>Ask and answer questions about key details about texts.</p>	<p>Ask and answer questions about key details about texts.</p>
<p>SL.K.4 Presentation of Knowledge and Ideas:</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Describe people, places, things. (minimum 1 accurate descriptor)</p>	<p>Describe people, places, things and events in detail. (minimum 2 accurate descriptors)</p>	<p>Describe people, places, things and events in detail. (minimum 3 accurate descriptors)</p>
<p>SL.K.5 Presentation of Knowledge and Ideas:</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Use drawings or other visual displays to add detail to descriptions. I</p>	<p>Use drawings or other visual displays to add detail to descriptions. P</p>	<p>Use drawings or other visual displays to add detail to descriptions. M</p>
<p>SL.K.6 Presentation of Knowledge and Ideas:</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Speak audibly I,P Express thoughts I,P Express feelings I,P Express ideas I,P</p>	<p>Speak audibly M Express thoughts M Express feelings M Express ideas M</p>	<p>Speak audibly A Express thoughts A Express feelings A Express ideas A</p>

PHONICS

FOUNDATIONAL SKILLS	PRE- K	KG1	KG2																																																																																																																																																							
ALPHABET KNOWLEDGE	Recite the alphabet in sequential order.	Continue the alphabet in sequential order from a given start point. (P)	Continue the alphabet in sequential order from a given start point. (M)																																																																																																																																																							
LETTER RECOGNITION	Recognize all upper-case letters. Recognize all lower-case letters.	Recognize all upper-case letters on sight. (P) Recognize all lower-case letters on sight. (P)	Recognize all upper-case letters on sight. (M) Recognize all lower-case letters on sight. (M)																																																																																																																																																							
PHONEMES	Produce the sound for each of the 26 letters of the alphabet as presented in lower or upper-case form. 1. s, a, t, i, p, n 2. c, k, ck, e, h, r, m, d 3. g, o, u, l, f, b 4. ai, j, oa, ie, ee, or 5. z, w, ng, v, oo, oo 6. y, x, ch, sh, th, th 7. qu, ou, oi, ue, er, ar * q	Produce the sound for each of the letters of the alphabet as presented in Jolly Phonics groups. (P, M) 1. s, a, t, i, p, n 2. c, k, ck, e, h, r, m, d 3. g, o, u, l, f, b 4. ai, j, oa, ie, ee, or 5. z, w, ng, v, oo, oo 6. y, x, ch, sh, th, th 7. qu, ou, oi, ue, er, ar	Produce the sound for each of the letters of the alphabet as presented in Jolly Phonics groups. (A) 1. s, a, t, i, p, n 2. c, k, ck, e, h, r, m, d 3. g, o, u, l, f, b 4. ai, j, oa, ie, ee, or 5. z, w, ng, v, oo, oo 6. y, x, ch, sh, th, th 7. qu, ou, oi, ue, er, ar																																																																																																																																																							
LETTER FORMATION	Write some lower-case letters. Write the first letter of their name in upper case. (M) Write upper case letters. (I)	Write all lower-case letters. (M) Write all upper-case letters. (P)	Write all upper and lower-case letters. (A)																																																																																																																																																							
WORD LISTS	Use words from the Word Lists in oral language.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>at</td><td>sat</td><td>it</td><td>sit</td><td>an</td><td>my</td><td>go</td><td>no</td><td>so</td><td>like</td></tr> <tr><td>at</td><td>in</td><td>can</td><td>cat</td><td>ran</td><td>a</td><td>is</td><td>put</td><td>should</td><td>would</td></tr> <tr><td>am</td><td>man</td><td>him</td><td>and</td><td>Had</td><td>by</td><td>ball</td><td>jump</td><td>will</td><td>going</td></tr> <tr><td>end</td><td>did</td><td>get</td><td>on</td><td>mom</td><td>for</td><td>this</td><td>only</td><td>out</td><td>how</td></tr> <tr><td>not</td><td>up</td><td>us</td><td>run</td><td>if</td><td>put</td><td>his</td><td>play</td><td>as</td><td>eat</td></tr> <tr><td>bad</td><td>big</td><td>but</td><td>back</td><td>just</td><td>read</td><td>her</td><td>now</td><td>has</td><td>day</td></tr> <tr><td>see</td><td>or</td><td>too</td><td>look</td><td>yes</td><td>then</td><td>saw</td><td>say</td><td>went</td><td>boy</td></tr> <tr><td>to</td><td>l</td><td>do</td><td>the</td><td>you</td><td>right</td><td>goes</td><td>does</td><td>made</td><td>their</td></tr> <tr><td>he</td><td>me</td><td>we</td><td>was</td><td>come</td><td>who</td><td>when</td><td>what</td><td>where</td><td>why</td></tr> <tr><td>all</td><td>are</td><td>of</td><td>your</td><td>there</td><td>over</td><td>new</td><td>old</td><td>very</td><td>because</td></tr> <tr><td>be</td><td>they</td><td>she</td><td>here</td><td>some</td><td>give</td><td>live</td><td>sky</td><td>have</td><td>which</td></tr> <tr><td>said</td><td></td><td></td><td></td><td></td><td>down</td><td>name</td><td>many</td><td>more</td><td>any</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>one</td><td>two</td><td>three</td><td>four</td><td>five</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>were</td><td>could</td><td>little</td><td>before</td><td>other</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>want</td><td>saw</td><td></td><td></td><td></td></tr> </table>			at	sat	it	sit	an	my	go	no	so	like	at	in	can	cat	ran	a	is	put	should	would	am	man	him	and	Had	by	ball	jump	will	going	end	did	get	on	mom	for	this	only	out	how	not	up	us	run	if	put	his	play	as	eat	bad	big	but	back	just	read	her	now	has	day	see	or	too	look	yes	then	saw	say	went	boy	to	l	do	the	you	right	goes	does	made	their	he	me	we	was	come	who	when	what	where	why	all	are	of	your	there	over	new	old	very	because	be	they	she	here	some	give	live	sky	have	which	said					down	name	many	more	any						one	two	three	four	five						were	could	little	before	other						want	saw			
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WRITERS' WORKSHOP

STANDARDS/SKILLS	PRE- K	KG1	KG2
<p>WWS - UNIT1</p> <p>LAUNCHING THE WRITER'S WORKSHOP</p>	<p>We are all writers. Create a writing club.</p> <p>Representing what we see (scribbles, pictures) onto paper.</p> <p>Talk about a non-fictional event out loud.</p> <p>Transferring a verbalized non-fictional event onto paper. (scribbles, pictures)</p> <p>Point to and tell about their event.</p> <p>Pencil grip (I)</p> <p>I know that pages make a book. (pictures)</p> <p>I know the parts of a book. (front cover, back cover, author, illustrator)</p>	<p>We are all writers. Create a writing club.</p> <p>Representing what we see and think (pictures, details) onto paper.</p> <p>Talk about a non-fictional/fictional event out loud. (P)</p> <p>Transferring a verbalized non-fictional event onto paper. (scribbles, pictures) (P)</p> <p>Point to and tell about their event using left to right progression. (I,P)</p> <p>Pencil grip (P)</p> <p>Turning pieces into books. (pictures)</p> <p>I know the parts of a book. (front cover, back cover, author, illustrator, title)</p>	<p>We are all writers. Create a writing club.</p> <p>Representing what we see and think (pictures, labels) onto paper.</p> <p>Talk about a non-fictional/fictional event out loud. (M)</p> <p>Transferring a verbalized non-fictional event onto paper. (scribbles, pictures) (P)</p> <p>Point to and tell about their event using left to right, top to bottom and page by page progression. (I,P)</p> <p>Pencil grip (M)</p> <p>Turning pieces into books. (sounds, words, sentences)</p> <p>I know the parts of a book. (front cover, back cover, author, illustrator, title, spine)</p>
<p>WWS – UNIT2</p> <p>NARRATIVE</p>	<p>Verbally tell stories. Illustrate stories.</p>	<p style="text-align: center;">Bend 2</p> <p style="text-align: center;">Drawing, labeling (beginning sounds and CVC words) to complement narratives.</p> <p>Lesson 6 Using a checklist as a writing resource. (I)</p> <p>Lesson 7 Spelling: Median sounds (vowels)</p> <p>Lesson 8 Incorporate sight words into writing.</p> <p>Lesson 9 Stories have a clear beginning, middle and end.</p> <p>Lesson 10 Mentor texts help us understand how writers complete a narrative. (beginning, middle and end)</p> <p>Lesson 11/12 Punctuation: some words start with an uppercase letter. Eg our names</p>	<p style="text-align: center;">Bend 3</p> <p style="text-align: center;">Writing simple sentences to narrate.</p> <p>Lesson 13 Making illustrations better by adding small details.</p> <p>Lesson 14 Spelling strategies:</p> <p>Lesson 15 Using transitional words or phrases to begin a narrative. (“Once upon a time...”, “A long time ago...”, “There once lived...”)</p> <p>Lesson 16 Using a checklist as a writing resource. (P)</p> <p style="text-align: center;">Bend 4</p> <p>Lesson 17 Using story elements when writing narratives. Beginning, middle, end (M)</p> <p>Lesson 18 Using story elements when writing narratives. Problem, solution (P)</p> <p>Lesson 19 Preparing for publication: legible penmanship, organized layout (use of space), neat presentation etc.</p>
<p>WWS – UNIT 3</p> <p>INFORMATIVE</p>	<p style="text-align: center;">Bend 1</p> <p style="text-align: center;">Experience Informative Writing</p> <p>Lesson 1 Experience mentor texts that inform the reader.</p> <p>Lesson 2 Touch and tell steps across pages.</p> <p>Lesson 3 Follow the steps in a book.</p> <p>Lesson 4 Organize pictures in sequential steps.</p>	<p style="text-align: center;">Bend 2</p> <p style="text-align: center;">Write/Illustrate simple Informative Pieces</p> <p>Lesson 8 Experience mentor texts that model how informational texts are written.</p> <p>Lesson 9 Spelling tricky words</p> <p>Lesson 10 Verbally use transitional words.</p>	<p style="text-align: center;">Bend 3</p> <p style="text-align: center;">Write/Illustrate Informative Pieces</p> <p>Lesson 13 Mimic mentor texts that model how informational texts are written.</p> <p>Lesson 14 Write a “How-To” book.</p> <p>Lesson 15 Use a checklist as a writing resource. (M)</p> <p>Lesson 16 Preparing for publication: legible penmanship, organized layout (use of space), neat presentation etc.</p>
<p>WWS – UNIT 4</p> <p>PERSUASIVE</p>		<p style="text-align: center;">Bend 1</p> <p style="text-align: center;">Experience Persuasive Writing. Verbalize simple Persuasive sentences.</p> <p>Lesson 1 Spelling strategies: stretching out words, word families, *clapping syllables/sounds.</p> <p>Lesson 2 Inspect and inquire into persuasive mentor texts through shared reading.</p> <p>Lesson 3 Practice presenting persuasive arguments by verbally answering the question “why” with the conjunction “because”.</p> <p><i>I think we should go to recess early....because we have been working hard since 8 am.</i></p>	<p style="text-align: center;">Bend 3</p> <p style="text-align: center;">Write/Illustrate Persuasive Pieces</p> <p>Lesson Mimic mentor texts that model how persuasive texts are written.</p> <p>Lesson Write a persuasive text with three supporting arguments (sentences).</p> <p>Lesson 16 Preparing for publication: legible penmanship, organized layout (use of space), neat presentation etc.</p>