| English Language Arts Standards »<br>Reading: Literature |   |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|
| Learning Outo  | Learning Outcome  |  |  |  |  |  |  |  |  |
| PK.RL.1  | Actively engage in group reading activities with purpose and understanding.   |  |  |  |  |  |  |  |  |
| PK.RL.2.1  | With support, ask and answer questions about main topics and key details in a text heard or read.   |  |  |  |  |  |  |  |  |
| PK.RL.2.2  | With support, retell familiar stories, poems, and nursery rhymes, including key details.  |  |  |  |  |  |  |  |  |
| PK.RL.2.3  | Identify important elements of the text (e.g., characters, settings, or events)   |  |  |  |  |  |  |  |  |
| PK.RL.2.4  | Make predictions about what will happen in a story.   |  |  |  |  |  |  |  |  |
| PK.RL.3.1  | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)  |  |  |  |  |  |  |  |  |
| PK.RL.3.2  | With support, define the role of the author and illustrator of a story in telling the story.  |  |  |  |  |  |  |  |  |
| PK.RN.1  | Actively engage in group reading activities with purpose and understanding.   |  |  |  |  |  |  |  |  |
| PK.RN.2.1  | With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts)  |  |  |  |  |  |  |  |  |
| PK.RN.2.2  | With support retell the main idea and key details of a text.  |  |  |  |  |  |  |  |  |
| PK.RN.2.3  | Begins in kindergarten.   |  |  |  |  |  |  |  |  |
| PK.RN.3.1  | Identify text features of a nonfiction text (e.g., title, author, illustrations).   |  |  |  |  |  |  |  |  |
| PK.RN.3.2  | Begins in kindergarten.   |  |  |  |  |  |  |  |  |
| PK.RN.3.3  | Begins in kindergarten.   |  |  |  |  |  |  |  |  |
| PK.RF.1  | Understand and apply knowledge of print concepts (such as front cover and back cover) phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. |  |  |  |  |  |  |  |  |
| PK.RF.2.1  | Demonstrate understanding that print moves from left to right across the page and from top to bottom.   |  |  |  |  |  |  |  |  |
| PK.RF.2.2  | Recognize that written words are made up of sequences of letters.   |  |  |  |  |  |  |  |  |
| PK.RF.2.3  | Recognize that words are combined to form sentences.  |  |  |  |  |  |  |  |  |
| PK.RF.2.4  | Identify and name all uppercase (capital) and lowercase letters of the alphabet, and recite alphabet  |  |  |  |  |  |  |  |  |
| PK.RF.3.1  | Identify rhyming words.   |  |  |  |  |  |  |  |  |
| PK.RF.3.2  | Orally pronounce, blend, and segment words into syllables.  |  |  |  |  |  |  |  |  |
| PK.RF.3.3  | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words. Orally Blend phonemes of consonant-vowel-consonant (CVC words e.g., hat=/h/a/t/)                            |  |  |  |  |  |  |  |  |
| PK.RF.3.4  | Identify beginning sounds of words.   |  |  |  |  |  |  |  |  |
| PK.RF.3.5  | Begins at kindergarten.   |  |  |  |  |  |  |  |  |
| PK.RF.4.1  | Orally produce sounds for each consonant.   |  |  |  |  |  |  |  |  |
| PK.RF.4.2  | Begins at kindergarten.   |  |  |  |  |  |  |  |  |
| PK.RF.4.3  | Recognize the long and short sounds for the five major vowels.  |  |  |  |  |  |  |  |  |
| PK.RF.4.4  | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my, and, am, me, go, see)  |  |  |  |  |  |  |  |  |
| PK.RF.4.5  | Begins at kindergarten.   |  |  |  |  |  |  |  |  |
| PK.RF.4.6  | Begins at kindergarten.   |  |  |  |  |  |  |  |  |
| Fluency  |   |  |  |  |  |  |  |  |  |
| PK.RF.5  | Read predictable books while tracking print left to right. Read for fluency through repeated reading.   |  |  |  |  |  |  |  |  |

| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. |
|-----------|--|
| PK.RV.2.1 | Begins in Grade 1.   |
| PK.RV.2.2 | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).   |
|           | Begins in Grade 6.   |
| PK.RV.2.4 | Begins at kindergarten.  |
| PK.RV.2.5 | Begins in Grade 2.   |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.  |
| PK.RV.3.2 | With support, ask and answer questions about unknown words in a nonfiction text.   |
| PK.RV.3.3 | Begins in Grade 3.   |
| PK.W.2.1  | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words.                        |
| PK.W.2.2  | Write by moving from left to right and top to bottom.  |
| PK.W.3.1  | Begins at kindergarten.  |
| PK.W.3.2  | Use pictures to develop a main idea and orally provide information about a topic.  |
| PK.W.3.3  | Use words and pictures to narrate a single event or simple story.  |
| PK.W.4    | Begins at kindergarten.  |
| PK.W.5    | Begins at kindergarten.  |
| PK.W.6.1  | Begins at kindergarten.  |
| PK.W.6.1a | Begins at kindergarten.  |
| PK.W.6.1b | Begins at kindergarten.  |
| PK.W.6.1c | Begins at kindergarten.  |
| PK.W.6.1d | Begins in Grade 4.   |
|           | With support, recognize types of sentences (e.g., statement, questions, exclamatory).  |
|           | Begins at kindergarten.  |
|           | Begins at kindergarten.  |
|           | Recognize ending punctuation (e.g., period, question mark, exclamation mark).  |
| PK.W.6.2c | Correctly spell and write first name.  |
| PK.SL.2.1 | Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  |
|           | Begins in Grade 3.   |
|           | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |
| PK.SL.2.4 | Ask questions to seek help, get information, or clarify something that is not understood.  |
| PK.SL.2.5 | Continue a conversation through multiple exchanges.  |
|           | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
|           | Ask appropriate questions about what a speaker says.   |
|           | As a whole group speak audibly, recite poems, rhymes, and songs. Use complete sentences to describe familiar people, places, things, and events.                               |
|           | Begins in Grade 1.   |
|           | Give, restate, and follow simple two-step directions.  |
| PK.ML.1   | Recognize various types of media.  |
| PK.ML.2.1 | Recognize common signs and logos.  |

| CLAS       | Preschool English Language Arts Curriculum Calendar  |                      |   |                      |   |  |
|------------|--|----------------------|---|----------------------|---|--|
|            | Unit 1   |                      | Dates: 8/5 - 8/21   |                      | Days in Unit: 10  |  |
|            | Suggested  | Formati              | ve Assessment Date for Unit Re  | view: 8/             | 21  |  |
|            | Important Dates in Unit 1: 8   | /3 First             | Teacher Day, 8/4 Teacher Work   | k Day, 8             | /5 First Student Day  |  |
|            |  |                      | READING   |                      |   |  |
|            | Sug  | gested Unit          | 1 Reading Street Stories - Call Me Alex!, Cordu   | iroy                 |   |  |
| Reading F  | oundations   | Reading L            | iterature   | Reading N            | Nonfiction  |  |
| PK.RF.1    | Understand and apply knowledge of print concepts, phonemic awareness, vocabulary, and fluency  | PK.RL.1              | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.                         |  |
| 1 K.KI . I | and comprehension as a foundation for developing reading skills.   | PK.RL3.1             | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)  |                      |   |  |
| PK.RF.2.1  | Demonstrate understanding that print moves from left to right across the page and from top to bottom.  |                      |   |                      |   |  |
| PK.RF.2.4  | Identify and name all uppercase (capital) and lowercase<br>letters of the alphabet. <i>(Goal 8-14 lowercase or uppercase letters)</i>                              |                      |   |                      |   |  |
|            | Reading Vocabulary   |                      | Writing   | Speaking & Listening |   |  |
| PK.RV.1    | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and<br>responding to literature and nonfiction texts to build and |                      |   | PK.SL.2.1            | small and larger groups.  |  |
| PK.RV.3.1  | apply vocabulary.<br>With support, ask and answer questions about unknown<br>words in stories, poems, or song  |                      |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks. |  |
|            | Media Literacy   |                      | Handwriting   |                      |   |  |
| PK.ML.1    | <b>PK.ML.1</b> Recognize various types of media.   |                      | With support, trace and write most uppercase (capital)<br>and lowercase letters of the alphabet, introducing<br>shaping and spacing the letters of the words. |                      |   |  |
|            |  | PK.W.2.2             | Write by moving from left to right and top to bottom.   |                      |   |  |
| PK.ML.1    | •  | PK.W.2.1<br>PK.W.2.2 | With support, trace and write most uppercase (capital)<br>and lowercase letters of the alphabet, introducing<br>shaping and spacing the letters of the words. |                      |   |  |

| Clay       | MUNITY Presch  | iool Engli    | ish Language Arts Curriculum Ca   | lendar               |  |  |
|------------|--|---------------|---|----------------------|--|--|
|            | Unit 2   |               | Dates: 8/24 - 9/4   |                      | Days in Unit: 10   |  |
|            | Sugges   | sted Forn     | native Assessment Date for Unit   | 2: 9/4               |  |  |
|            |  | Ir            | mportant Dates in Unit 2:   |                      |  |  |
|            |  |               | READING   |                      |  |  |
|            | Sugges   | ted Unit 2 Re | ading Street Stories - Oscar is Cold, Matthew a   | nd Tilly             |  |  |
| Reading Fo | oundations   | Reading L     | iterature   | Reading I            | Nonfiction   |  |
| PK.RF.2.1  | Demonstrate understanding that print moves from left to right across the page and from top to bottom.  | PK.RL.1       | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |  |
| PK.RF.2.4  | Identify and name all uppercase (capital) and lowercase letters of the alphabet. (Goal 8-14 lowercase or uppercase letters)  | PK.RL.2.1     | With support, ask and answer questions about main topics<br>and key details in a text heard or read.  |                      |  |  |
|            | Orally pronounce, blend, and segment words into syllables.   | PK.RL.2.4     | Make predictions about what will happen in a story.<br>Introduce familiar narrative text genres (e.g., fairy tales,                                     |                      |  |  |
| PK.4.4     | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my).  | PK.RL3.1      | nursery rhymes, storybooks)   |                      |  |  |
|            | Reading Vocabulary   |               | Writing   | Speaking & Listening |  |  |
| PK.RV.1    | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply | PK.W.6.2c     | Correctly spell and write first name.   | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups. |  |
| PK.RV.3.1  | With support, ask and answer questions about unknown words in stories, poems, or songs.  |               |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |
|            |  |               |   | PK.SL.2.5            | Continue a conversation through multiple exchanges.  |  |
|            |  |               |   | PK.SL.3.1            | Ask and answer questions about key details in a text read aloud or information presented orally or through other                             |  |
|            |  |               |   | PK.SL.3.2            | Ask appropriate questions about what a speaker says.   |  |
|            | Media Literacy   |               | Handwriting   |                      |  |  |
| PK.ML.2.1  | Recognize common signs and logos.  | PK.W.2.1      | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                      |  |  |
|            |  | PK.W.2.2      | Write by moving from left to right and top to bottom.   |                      |  |  |

| Class     | MMUNITY Presch   | ool Engl    | ish Language Arts Curriculum Ca   | lendar               |  |  |  |
|-----------|--|-------------|---|----------------------|--|--|--|
|           | Unit 3   |             | Dates: 9/8 - 9/18   |                      | Days in Unit: 9  |  |  |
|           | Suggested Formative Assessment Date for Unit 3: 9/18   |             |   |                      |  |  |  |
|           | Import   | ant Date    | es in Unit 3: 9/7 Labor Day - NO S  | School               |  |  |  |
|           |  |             | READING   |                      |  |  |  |
|           | Su   | gested Unit | 3 Reading Street Stories - Quinito, Oonga Boong   | ga                   |  |  |  |
| Reading F | oundations   | Reading L   | Literature  | Reading N            | onfiction  |  |  |
| PK.RF.2.4 |  | PK.RL.1     | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.                                |  |  |
| PK.RF.3.1 | <i>letters)</i><br>Identify rhyming words.   | PK.RL.2.1   | With support, ask and answer questions about main topics<br>and key details in a text heard or read.  |                      |  |  |  |
| PK.RF.3.2 | Orally pronounce, blend, and segment words into syllables.   | PK.RL.2.4   | Make predictions about what will happen in a story.   |                      |  |  |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., <b>first</b> and last <b>name</b> , I, the, a, to, my).   | PK.RL3.1    | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)  |                      |  |  |  |
|           | Reading Vocabulary   | Writing     |   | Speaking & Listening |  |  |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to the strategies and see the second s | PK.W.6.2b   | Recognize ending punctuation (e.g., period, question mark, exclamation mark).   | PK.SL.2.1            |  |  |  |
|           | to literature and nonfiction texts to build and apply  |             |   |                      | small and larger groups.   |  |  |
| PK.RV.2.2 | Identify and sort pictures of objects into categories (e.g., <b>colors, shapes</b> , opposites).   |             |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.        |  |  |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.  |             |   | PK.SL.3.1            | Ask and answer questions about key details in a text read aloud or information presented orally or through |  |  |
|           |  |             |   | PK.SL.3.2            | Ask appropriate questions about what a speaker says.   |  |  |
|           | Media Literacy   |             | Handwriting   |                      |  |  |  |
| PK.ML.1   | Recognize various types of media.  | PK.W.2.1    | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                      |  |  |  |
|           |  | PK.W.2.2    | Write by moving from left to right and top to bottom.   |                      |  |  |  |

|           | AUNITY Presch  | ool Engli     | ish Language Arts Curriculum Ca   | lendar               |  |  |  |  |
|-----------|--|---------------|---|----------------------|--|--|--|--|
|           | Unit 4   |               | Dates: 9/21 - 10/2  |                      | Days in Unit: 10   |  |  |  |
|           | Suggested Formative Assessment Date for Unit 4: 10/2   |               |   |                      |  |  |  |  |
|           | Impor  | tant Date     | es in Unit 4: 10/2 End of GP 1 (42  | days)                |  |  |  |  |
|           |  |               | READING   |                      |  |  |  |  |
|           | Suggested Ur   | nit 4 Reading | Street Stories - Kevin and His Dad, Antonio's Bin   | rthday Fiesta        |  |  |  |  |
| Reading F | Foundations  | Reading L     | iterature   | Reading N            | Ionfiction   |  |  |  |
| PK.RF.2.4 | Identify and name all uppercase (capital) and lowercase letters of the alphabet. <i>(Goal 8-14 lowercase or uppercase</i>  | PK.RL.1       | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |  |  |  |
| PK.RF.3.1 | <i>letters) and recite alphabet</i><br>Identify rhyming words.   | PK.RL.2.3     | Identify important elements of the text (e.g., characters, settings, or events)   |                      |  |  |  |  |
| PK.RF.3.2 | Orally pronounce, blend, and segment words into syllables.   | PK.RL.3.1     | Introduce familiar narrative text genres (e.g., fairy tales,  |                      |  |  |  |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., <b>first</b> and last <b>name</b> , I, the, a, to, my).   | PK.RL.3.2     | nursery rhymes, storybooks)<br>With support, define the role of the author and illustrator of<br>a story in telling the story.                          |                      |  |  |  |  |
|           | Reading Vocabulary   | Writing       |   | Speaking & Listening |  |  |  |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply | PK.W.6.2c     | Correctly spell and write first name.   | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in<br>small and larger groups. |  |  |  |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.  |               |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |  |  |
|           |  |               |   | PK.SL.2.5            | Continue a conversation through multiple exchanges.  |  |  |  |
|           | Media Literacy   |               | Handwriting   |                      |  |  |  |  |
| PK.ML.2.1 | Recognize common signs and logos.  | PK.W.2.1      | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                      |  |  |  |  |
|           |  | PK.W.2.2      | Write by moving from left to right and top to bottom.   | 1                    |  |  |  |  |

| Pres   | chool Engl       | lish Language Arts Curriculum Ca  | lendar         |  |  |
|--|------------------|---|----------------|--|--|
| Unit REVIEW DAYS   |                  | Dates: 10/5 - 10/7  |                | Days in Unit: 3  |  |
| Sugges   | ed Format        | ive Assessment Date for Unit Rev  | view: 10       | 17   |  |
| Important Da   | tes in Unit      | Review: 10/8 - 10/9 Parent Teach  | ner Confe      | rences   |  |
|  |                  | READING   |                |  |  |
| Suggeste   | d Unit 4 Reading | g Street Stories - Kevin and His Dad, Antonio's Bi  | irthday Fiesta |  |  |
| Reading Foundations  | Reading I        | Literature  | Reading N      | Nonfiction   |  |
| Identify and name all uppercase (capital) and lowercase           PK.RF.2.4         letters of the alphabet. (Goal 8-14 lowercase or upper                                     |                  | Actively engage in group reading activities with purpose<br>and understanding.  | PK.RN.1        | Actively engage in group reading activities with purpose and understanding.  |  |
| <i>letters</i> ) <b>PK.RF.3.1</b> Identify rhyming words.  | PK.RL.2.3        | Identify important elements of the text (e.g., characters, settings, or events)   |                |  |  |
| <b>PK.RF.3.2</b> Orally pronounce, blend, and segment words into sylla   |                  | Introduce familiar narrative text genres (e.g., fairy tales,  |                |  |  |
| <b>PK.RF.4.4</b> Read common high-frequency words by sight (e.g., fir  | t                | nursery rhymes, storybooks)   |                |  |  |
| and last name, I, the, a, to, my).   | PK.RL.3.2        | With support, define the role of the author and illustrator of a story in telling the story.  |                |  |  |
| Reading Vocabulary   |                  | Writing   |                | Speaking & Listening   |  |
| <b>PK.RV.1</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and respond to literature and nonfiction texts to build and apply |                  | Correctly spell first name.   | PK.SL.2.1      | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in<br>small and larger groups. |  |
| <b>PK.RV.3.1</b> With support, ask and answer questions about unknow words in stories, poems, or songs.  | n                |   | PK.SL.2.3      | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |
|  |                  |   |                | Continue a conversation through multiple exchanges.  |  |
| Media Literacy   |                  | Handwriting   |                |  |  |
| <b>PK.ML.2.1</b> Recognize common signs and logos.   | PK.W.2.1         | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                |  |  |
|  | PK.W.2.2         | Write by moving from left to right and top to bottom.   |                |  |  |

| Clay      | Preschool English Language Arts Curriculum Calendar  |              |   |                |  |  |  |  |
|-----------|--|--------------|---|----------------|--|--|--|--|
|           | Unit 5   |              | Dates: 10/19 - 10/30  |                | Days in Unit: 10   |  |  |  |
|           | Suggested Formative Assessment Date for Unit 5: 10/30  |              |   |                |  |  |  |  |
|           |  | I            | mportant Dates in Unit 5:   |                |  |  |  |  |
|           |  |              | READING   |                |  |  |  |  |
|           | Suggested Unit 5 F   | Reading Stre | et Stories - The Two-Promise Walk, A Day in the   | Life of a Fire | fighter  |  |  |  |
| Reading F | oundations   | Reading L    | iterature   | Reading N      | Ionfiction   |  |  |  |
| PK.RF.2.4 | Identify and name all uppercase (capital) and lowercase letters of the alphabet.   | PK.RL.1      | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1        | Actively engage in group reading activities with purpose and understanding.  |  |  |  |
| PK.RF.3.1 | (Goal 10-16 uppercase and lowercase letters)<br>Identify rhyming words.  | PK.RL.2.3    | Identify important elements of the text (e.g., characters, settings, or events)   | PK.RN.2.1      | With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts)                                   |  |  |  |
| PK.RF.3.2 | Orally pronounce, blend, and segment words into syllables.   | PK.RL.3.1    | Introduce familiar narrative text genres (e.g., fairy tales,  | PK.RN.2.2      | With support retell the main idea and key details of a text.   |  |  |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., <b>first</b> and last <b>name</b> , I, the, a, to, my).   | PK.RL.3.1    | nursery rhymes, storybooks)<br>With support, define the role of the author and illustrator of   | PK.RN.3.1      | Identify text features of a nonfiction text (e.g., title, author, illustrations).  |  |  |  |
|           |  |              | a story in telling the story.   |                |  |  |  |  |
|           | Reading Vocabulary   |              | Writing   |                | Speaking & Listening   |  |  |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply |              |   | PK.SL.2.1      | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups. |  |  |  |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.  |              |   | PK.SL.2.3      | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |  |  |
| PK.RV.3.2 | With support, ask and answer questions about unknown<br>words in a nonfiction text   |              |   |                |  |  |  |  |
|           | Media Literacy   |              | Handwriting   |                |  |  |  |  |
| PK.ML.1   | Recognize various types of media.  | PK.W.2.1     | With support, trace and write most uppercase (capital) and<br>lowercase letters of the alphabet, introducing shaping and<br>spacing the letters of the words. |                |  |  |  |  |
|           |  | PK.W.2.2     | Write by moving from left to right and top to bottom.   | 1              |  |  |  |  |

| Clay      | Preschool English Language Arts Curriculum Calendar  |              |   |                      |  |  |
|-----------|--|--------------|---|----------------------|--|--|
|           | Unit 6   |              | Dates: 11/2 - 11/13   |                      | Days in Unit: 10   |  |
|           | Sugges   | ted Form     | ative Assessment Date for Unit 6  | 6: 11/13             |  |  |
|           | Important Da   | ates in U    | nit 6: 11/11 Veterans Day - Schoo   | ol IN Ses            | sion   |  |
|           |  |              | READING   |                      |  |  |
|           | Suggested  | Unit 6 Readi | ng Street Stories - The Little Red Hen, The Ugly  | Vegetables           |  |  |
| Reading F | oundations   | Reading L    | iterature   | Reading N            | lonfiction   |  |
|           | Identify and name all uppercase (capital) and lowercase letters of the alphabet.   | PK.RL.1      | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |  |
| PK.RF.3.1 | (Goal 10-16 uppercase and lowercase letters)<br>Identify rhyming words.  | PK.RL.2.2    | With support, retell familiar stories, poems, and nursery rhymes, including key details.  |                      |  |  |
| PK.RF.3.2 | Orally pronounce, blend, and segment words into syllables.   | PK.RL.3.1    | Introduce familiar narrative text genres (e.g., fairy tales,  | 1                    |  |  |
|           | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my).  | FR.RE.3.1    | nursery rhymes, storybooks)   |                      |  |  |
|           | Reading Vocabulary   |              | Writing   | Speaking & Listening |  |  |
|           | <b>Ç</b>   |              |   |                      |  |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply | PK.W.6.1e    | With support, recognize types of sentences (e.g., statement, questions, exclamatory).   | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups.           |  |
|           | Identify and sort pictures of objects into categories (e.g., <b>colors, shapes</b> , opposites).   |              |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |
| PK.RV.3.1 | With support, ask and answer questions about unknown   |              |   | PK.SL.2.5            | Continue a conversation through multiple exchanges.  |  |
|           | words in stories, poems, or songs.   |              |   | PK.SL.4.1            | As a whole group speak audibly, recite poems, rhymes,<br>and songs. Use complete sentences to describe familiar<br>people, places, things, and events. |  |
|           | Media Literacy   |              | Handwriting   |                      |  |  |
| PK.ML.2.1 | Recognize common signs and logos.  | PK.W.2.1     | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                      |  |  |
|           |  | PK.W.2.2     | Write by moving from left to right and top to bottom.   | <u> </u>             |  |  |

| Class                  | Preschool English Language Arts Curriculum Calendar  |           |   |                      |  |  |  |
|------------------------|--|-----------|---|----------------------|--|--|--|
|                        | Unit 7   |           | Dates: 11/16 - 12/2   |                      | Days in Unit: 10   |  |  |
|                        | Sugges   | ted Forr  | native Assessment Date for Unit   | 7: 12/2              | -  |  |  |
|                        | Import   | ant Dates | in Unit 7: 11/25-11/27 Thanksgiving   | Break                |  |  |  |
|                        |  |           | READING   |                      |  |  |  |
|                        |  | Suggest   | ed Unit 7 Reading Street Stories - Farm, Otis   |                      |  |  |  |
| Reading F              | oundations   | Reading L | iterature   | Reading N            | lonfiction   |  |  |
| PK.RF.2.4              |  | PK.RL.1   | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |  |  |
|                        | (Goal 10-16 uppercase and lowercase letters)   | PK.RL.2.2 | With support, retell familiar stories, poems, and nursery   | PK.RN.2.1            | With support, ask and answer questions about important   |  |  |
|                        | Identify rhyming words.<br>Orally pronounce, blend, and segment words into syllables.  |           | rhymes, including key details.<br>Introduce familiar narrative text genres (e.g., fairy tales,  | PK.RN.2.2            | elements of a text (e.g., events, topics, concepts)<br>With support retell the main idea and key details of a text.                                    |  |  |
| PK.RF.3.2<br>PK.RF.3.4 | 5 T  | PK.RL.3.1 | nurserv rhymes storyhooks)  |                      |  |  |  |
| PK.RF.4.4              | Read common high-frequency words by sight (e.g., first   |           |   | PK.RN.3.1            | illustrations).  |  |  |
|                        | Reading Vocabulary   | Writing   |   | Speaking & Listening |  |  |  |
| PK.RV.1                | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply | PK.W.6.2b | Recognize ending punctuation (e.g., period, question mark, exclamation mark).   | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups.           |  |  |
| PK.RV.3.1              | With support, ask and answer questions about unknown words in stories, poems, or songs.  |           |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |  |
| PK.RV.3.2              | With support, ask and answer questions about unknown words in a nonfiction text  |           |   | PK.SL.3.1            | Ask and answer questions about key details in a text read aloud or information presented orally or through other                                       |  |  |
|                        |  |           |   |                      | Ask appropriate questions about what a speaker says.   |  |  |
|                        |  |           |   | PK.SL.4.1            | As a whole group speak audibly, recite poems, rhymes,<br>and songs. Use complete sentences to describe familiar<br>people, places, things, and events. |  |  |
|                        | Media Literacy   |           | Handwriting   |                      |  |  |  |
| PK.ML.1                | Recognize various types of media.  | PK.W.2.1  | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                      |  |  |  |
|                        |  | PK.W.2.2  | Write by moving from left to right and top to bottom.   |                      |  |  |  |

| Preschool English Language Arts Curriculum Calendar |  |              |   |                      |  |
|---|--|--------------|---|----------------------|--|
|   | Unit 8   |              | Dates: 12/3 - 12/16   |                      | Days in Unit: 10   |
|   | Sugges   | ted Form     | ative Assessment Date for Unit 8  | 3: 12/16             |  |
|   |  |              | Important Dates in Unit 8:  |                      |  |
|   |  |              | READING   |                      |  |
|   | Suggested Unit 8   | Reading Stre | eet Stories - Click,Clack, Moo Cows That Type, Ap   | ople Farmer          | Annie  |
| Reading F   | oundations   | Reading L    | iterature   | Reading I            | Nonfiction   |
| PK.RF.2.4   | Identify and name all uppercase (capital) and lowercase<br>letters of the alphabet.  | PK.RL.1      | Actively engage in group reading activities with purpose<br>and understanding.  | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |
| PK RF 3 1   | (Goal 10-16 uppercase and lowercase letters)<br>Identify rhyming words.  | PK.RL.2.1    | With support, ask and answer questions about main topics<br>and key details in a text heard or read.  |                      |  |
|   | Orally pronounce, blend, and segment words into syllables.   |              | Introduce familiar narrative text genres (e.g., fairy tales,  |                      |  |
| PK.RF.3.4   | Identify beginning sounds of words.  | PK.RL3.1     | nursery rhymes, storybooks)   |                      |  |
| PK.RF.4.4   | Read common high-frequency words by sight (e.g., <b>first</b> and last <b>name</b> , I, the, a, to, my).   |              |   |                      |  |
|   | Reading Vocabulary   | Writing      |   | Speaking & Listening |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply | PK.W.6.1e    | With support, recognize types of sentences (e.g., statement, questions, exclamatory).   | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups. |
| PK.RV.3.1   | With support, ask and answer questions about unknown words in stories, poems, or songs.  |              |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |
|   |  |              |   | PK.SL.2.5            | 5  |
|   |  |              |   | PK.SL.3.1            | Ask and answer questions about key details in a text read aloud or information presented orally or through other                             |
|   |  |              |   | PK.SL.3.2            | Ask appropriate questions about what a speaker says.   |
|   | Media Literacy   |              | Handwriting   |                      |  |
| PK.ML.2.1   | Recognize common signs and logos.  | PK.W.2.1     | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                      |  |
|   |  | PK.W.2.2     | Write by moving from left to right and top to bottom.   |                      |  |

| Preschool English Language Arts Curriculum Calendar |  |            |   |                |  |  |
|---|--|------------|---|----------------|--|--|
|   | Unit REVIEW  |            | Dates: 12/17 - 12/18  |                | Days in Unit: 2  |  |
|   | Sugges   | ted Form   | native Assessment Date for Unit   | <b>Review:</b> |  |  |
|   | Important Dates in U   | nit Reviev | v: 12/18 End of GP2 (46 days); 12/21  | - 1/1 Chri     | istmas Break   |  |
|   |  |            | READING   |                |  |  |
|   |  | Sugge      | ested Unit Review Reading Street Stories -  |                |  |  |
| Reading   | Foundations  | Reading L  | iterature   | Reading        | Nonfiction   |  |
|   |  | PK.RL.1    | Actively engage in group reading activities with purpose and understanding.   | PK.RN.1        | Actively engage in group reading activities with purpose and understanding.  |  |
|   |  | PK.RL.2.2  | With support, retell familiar stories, poems, and nursery rhymes, including key details.  |                |  |  |
|   |  | PK.RL.3.1  | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)  |                |  |  |
|   | Reading Vocabulary   |            | Writing   |                | Speaking & Listening   |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply |            |   | PK.SL.2.1      | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups.           |  |
|   | vocabulary.  | -          |   | PK.SL.2.3      | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |
|   |  |            |   | PK.SL.2.5      | Continue a conversation through multiple exchanges.  |  |
|   |  |            |   | PK.SL.4.1      | As a whole group speak audibly, recite poems, rhymes,<br>and songs. Use complete sentences to describe familiar<br>people, places, things, and events. |  |
|   | Media Literacy   |            | Handwriting   |                |  |  |
| PK.ML.1   | Recognize various types of media.  | PK.W.2.1   | With support, trace and write most uppercase (capital) and<br>lowercase letters of the alphabet, introducing shaping and<br>spacing the letters of the words. |                |  |  |
|   |  | PK.W.2.2   | Write by moving from left to right and top to bottom.   | 1              |  |  |

| Class                  | Preschool English Language Arts Curriculum Calendar  |               |   |            |  |  |  |
|------------------------|--|---------------|---|------------|--|--|--|
|                        | Unit 9   |               | Dates: 1/6 - 1/15   |            | Days in Unit: 8  |  |  |
|                        | Sugges   | ted Forn      | native Assessment Date for Unit   | 9: 1/15    |  |  |  |
|                        | Important Dates  | s in Unit 9   | 9: 1/4 Teacher In-Service Day; 1/5 Se   | mester 2 l | Begins   |  |  |
|                        |  |               | READING   |            |  |  |  |
|                        | Suggeste   | ed Unit 9 Rea | ding Street Stories - Amazing Jungle, Chameleon                                 | n's Colors |  |  |  |
| Reading F              | oundations   | Reading L     | iterature   | Reading N  | lonfiction   |  |  |
| PK.RF.2.2              | Recognize that written words are made up of sequences of letters.  | PK.RL.1       | Actively engage in group reading activities with purpose and understanding.     | PK.RN.1    | Actively engage in group reading activities with purpose and understanding.  |  |  |
| PK.RF.2.4              |  | PK.RL.2.3     | Identify important elements of the text (e.g., characters, settings, or events) | PK.RN.2.1  | With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts)                                   |  |  |
|                        | (Goal 13-18 uppercase or lowercase letters)  | PK.RL.3.1     | Introduce familiar narrative text genres (e.g., fairy tales,                    | PK.RN.2.2  | With support retell the main idea and key details of a text.   |  |  |
|                        | Identify rhyming words.<br>Orally pronounce, blend, and segment words into syllables.  |               | nursery rhymes, storybooks)   | PK.RN.3.1  | Identify text features of a nonfiction text (e.g., title, author, illustrations).  |  |  |
| PK.RF.3.2<br>PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words.  |               |   |            |  |  |  |
| PK.RF.4.1              | Orally produce sounds for each consonant.  |               |   |            |  |  |  |
| PK.RF.4.3              | Recognize the long and short sounds for the five major<br>vowels.  |               |   |            |  |  |  |
| PK.RF.4.4              | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my).  |               |   |            |  |  |  |
|                        | Reading Vocabulary   |               | Writing   |            | Speaking & Listening   |  |  |
| PK.RV.1                | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply | PK.W.3.3      | Use words and pictures to narrate a single event or simple story.               | PK.SL.2.1  | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups. |  |  |
|                        | vocabulary.  |               |   | PK.SL.2.3  | Listen to others, take turns speaking, and add one's own   |  |  |
| PK.RV.2.2              | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).   |               |   |            | ideas to small group discussions or tasks.<br>Ask questions to seek help, get information, or clarify  |  |  |
| PK.RV.3.1              | With support, ask and answer questions about unknown words in stories, poems, or songs.  |               |   | PK.SL.2.4  | something that is not understood.<br>Ask and answer questions about key details in a text read   |  |  |
| PK.RV.3.2              | With support, ask and answer questions about unknown   |               |   | PK.SL.3.1  | aloud or information presented orally or through other   |  |  |
|                        | words in a nonfiction text   |               |   | PK.SL.3.2  | Ask appropriate questions about what a speaker says.   |  |  |

| Preschool English Language Arts Curriculum Calendar |             |   |                 |  |  |
|---|-------------|---|-----------------|--|--|
| Unit 9  |             | Dates: 1/6 - 1/15   | Days in Unit: 8 |  |  |
| Sugges  | sted Forn   | native Assessment Date for Unit   | 9: 1/15         |  |  |
| Important Dates                                     | s in Unit 9 | 9: 1/4 Teacher In-Service Day; 1/5 Ser  | nester 2 Begins |  |  |
| Media Literacy                                      |             | Handwriting   |                 |  |  |
| <b>PK.ML.2.1</b> Recognize common signs and logos.  | PK.W.2.1    | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                 |  |  |
|   | PK.W.2.2    | Write by moving from left to right and top to bottom.   |                 |  |  |

| Clay      | Preschool English Language Arts Curriculum Calendar  |                        |  |             |  |  |
|-----------|--|------------------------|--|-------------|--|--|
|           | Unit 10  |                        | Dates: 1/18 - 1/29   |             | Days in Unit: 10   |  |
|           | Sugges   | ted Form               | ative Assessment Date for Unit 1   | 10: 1/29    |  |  |
|           | Important  | Dates ir               | u Unit 10: 1/18 MLK Day-School I   | N Sessic    | on   |  |
|           |  |                        | READING  |             |  |  |
|           | Suggested Ur   | nit 10 Readin          | g Street Stories - <i>Two Cool Coyotes, The Gingert</i>  | bread Cowbo | <i>Ŋ</i>   |  |
| Reading F | oundations   | Reading L              | iterature  | Reading N   | Nonfiction   |  |
| PK.RF.2.2 | Recognize that written words are made up of sequences of letters.  | PK.RL.1                | Actively engage in group reading activities with purpose and understanding.  | PK.RN.1     | Actively engage in group reading activities with purpose and understanding.  |  |
| PK.RF.2.4 | Identify and name all uppercase (capital) and lowercase<br>letters of the alphabet.<br>(Goal 13-18 uppercase or lowercase letters) | PK.RL.2.4<br>PK.RL.3.1 | Make predictions about what will happen in a story.<br>Introduce familiar narrative text genres (e.g., fairy tales,<br>nursery rhymes, storybooks) |             |  |  |
| PK.RF.3.1 | Identify rhyming words.  |                        |  | 1           |  |  |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words.                                    |                        |  |             |  |  |
|           | Identify beginning sounds of words.  |                        |  |             |  |  |
| PK.RF.4.1 | Orally produce sounds for each consonant.  |                        |  |             |  |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major<br>vowels.  |                        |  |             |  |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my).  |                        |  |             |  |  |
|           | Reading Vocabulary   |                        | Writing  |             | Speaking & Listening   |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding                       | PK.W.3.3               | Use words and pictures to narrate a single event or simple story.  | PK.SL.2.1   | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small |  |
|           | to literature and nonfiction texts to build and apply<br>vocabulary.   | PK.W.6.1e              | With support, recognize types of sentences (e.g., statement, questions, exclamatory).  |             | and larger groups.   |  |
| PK.RV.3.1 | With support, ask and answer questions about unknown   | PK.W.6.2b              | Recognize ending punctuation (e.g., period, question mark,   | PK.SL.2.3   | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.                    |  |
| FN.KV.3.1 | words in stories, poems, or songs.   | FR.W.0.20              | exclamation mark).   | PK.SL.2.4   | Ask questions to seek help, get information, or clarify<br>something that is not understood.                           |  |
|           |  |                        |  | PK.SL.4.3   | Give, restate, and follow simple two-step directions.  |  |

| Preschool English Language Arts Curriculum Calendar |   |   |                  |  |  |  |  |
|---|---|---|------------------|--|--|--|--|
| Unit 10   |   | Dates: 1/18 - 1/29  | Days in Unit: 10 |  |  |  |  |
| Sugges  | Suggested Formative Assessment Date for Unit 10: 1/29 |   |                  |  |  |  |  |
| Important   | Dates in  | n Unit 10: 1/18 MLK Day-School II   | N Session        |  |  |  |  |
| Media Literacy                                      |   | Handwriting   |                  |  |  |  |  |
| <b>PK.ML.1</b> Recognize various types of media.    | PK.W.2.1  | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                  |  |  |  |  |
|   | PK.W.2.2  | Write by moving from left to right and top to bottom.   |                  |  |  |  |  |

| Clay      | Presch  | nool Engl     | ish Language Arts Curriculum Ca   | alendar   |  |
|-----------|---|---------------|---|-----------|--|
|           | Unit 11   |               | Dates: 2/1 - 2/12   |           | Days in Unit: 10   |
|           | Sugges  | ted Form      | ative Assessment Date for Unit  | 11: 2/12  | -  |
|           |   | Ir            | nportant Dates in Unit 11:  |           |  |
|           |   |               | READING   |           |  |
|           | Sugg  | ested Unit 11 | Reading Street Stories - Night Shift Daddy, One Dark  | Night     |  |
| Reading F | oundations  | Reading L     | iterature   | Reading N | Nonfiction   |
| PK.RF.2.2 | Recognize that written words are made up of sequences of letters.   | PK.RL.1       | Actively engage in group reading activities with purpose and understanding.                       | PK.RN.1   | Actively engage in group reading activities with purpose and understanding.  |
| PK.RF.2.4 | Identify and name all uppercase (capital) and lowercase letters of the alphabet.  | PK.RL.3.1     | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)          |           |  |
|           | (Goal 13-18 uppercase or lowercase letters)   | PK.RL.3.2     | With support, define the role of the author and illustrator of                                    |           |  |
| PK.RF.3.1 | Identify rhyming words.   |               | a story in telling the story.   |           |  |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words and orally blend phonics |               |   |           |  |
| PK.RF.4.1 | Orally produce sounds for each consonant.   |               |   |           |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major<br>vowels.   |               |   |           |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my, and, am, me go, see)           |               |   |           |  |
|           | Reading Vocabulary  |               | Writing   |           | Speaking & Listening   |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding         | PK.W.3.3      | Use words and pictures to narrate a single event or simple story.                                 | PK.SL.2.1 | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small |
|           | to literature and nonfiction texts to build and apply   | PK.W.6.1e     | With support, recognize types of sentences (e.g.,   |           | and larger groups.   |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.                                 |               | statement, questions, exclamatory).<br>Recognize ending punctuation (e.g., period, question mark, | PK.SL.2.3 | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.                    |
|           | no as in standar position of songer   | PK.W.6.2b     | exclamation mark).  | PK.SL.2.4 | Ask questions to seek help, get information, or clarify something that is not understood.                              |
|           |   |               |   | PK.SL.4.3 | Give, restate, and follow simple two-step directions.  |

| Preschool English Language Arts Curriculum Calendar |           |   |                  |  |  |
|---|-----------|---|------------------|--|--|
| Unit 11   |           | Dates: 2/1 - 2/12   | Days in Unit: 10 |  |  |
| Sugges  | sted Form | native Assessment Date for Unit 1   | 1: 2/12          |  |  |
|   | li        | mportant Dates in Unit 11:  |                  |  |  |
| Media Literacy                                      |           | Handwriting   |                  |  |  |
| <b>PK.ML.2.1</b> Recognize common signs and logos.  |           | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                  |  |  |
|   | PK.W.2.2  | Write by moving from left to right and top to bottom.   |                  |  |  |

| Clay      | IUNITY Prescl  | nool Engl    | ish Language Arts Curriculum Ca   | alendar    |  |
|-----------|--|--------------|---|------------|--|
|           | Unit 12  |              | Dates: 2/15 - 2/26  |            | Days in Unit: 10   |
|           | Sugges   | ted Form     | ative Assessment Date for Unit 1  | 12: 2/26   |  |
|           | Important Dat  | tes in Un    | it 12: 2/15 President's Day - Scho  | ool IN Se  | ession   |
|           |  |              | READING   |            |  |
|           | Suggeste   | d Unit 12 Re | ading Street Stories - A Tree for All Seasons, Thi  | ink Green! |  |
| Reading F | oundations   | Reading L    | iterature   | Reading N  | Nonfiction   |
| PK.RF.2.2 | Recognize that written words are made up of sequences of letters.  | PK.RL.1      | Actively engage in group reading activities with purpose and understanding.                       | PK.RN.1    | Actively engage in group reading activities with purpose and understanding.  |
| PK.RF.2.4 | Identify and name all uppercase (capital) and lowercase letters of the alphabet.   | PK.RL.2.1    | With support, ask and answer questions about main topics and key details in a text heard or read. | PK.RN.2.1  | With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts)             |
|           | (Goal 13-18 uppercase or lowercase letters)  | PK.RL3.1     | Introduce familiar narrative text genres (e.g., fairy tales,                                      | PK.RN.2.2  | With support retell the main idea and key details of a text.   |
| PK.RF.3.1 | Identify rhyming words.  | T IN RED. T  | nursery rhymes, storybooks)   | PK.RN.3.1  | Identify text features of a nonfiction text (e.g., title, author, illustrations).                                      |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words <i>and orally blend</i>                         |              |   |            | ווועגעמעטווג).   |
| PK.RF.4.1 | Orally produce sounds for each consonant.  |              |   |            |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major vowels.   |              |   |            |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and <b>last name</b> , I, <b>the</b> , a, to, my, <i>and</i> , <i>am, me, go, see</i> ) |              |   |            |  |
|           | Reading Vocabulary   |              | Writing   |            | Speaking & Listening   |
| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding                                   | PK.W.3.3     | Use words and pictures to narrate a single event or simple story.                                 | PK.SL.2.1  | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small |
|           | to literature and nonfiction texts to build and apply  | PK.W.6.1e    | With support, recognize types of sentences (e.g., statement, questions, exclamatory).             |            | and larger groups.   |
| PK.RV.2.2 | Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).   |              | Recognize ending punctuation (e.g., period, question mark,  | PK.SL.2.3  | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.                    |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.  | PK.W.6.2b    | exclamation mark).  | PK.SL.2.4  | Ask questions to seek help, get information, or clarify something that is not understood.                              |
| PK.RV.3.2 | With support, ask and answer questions about unknown words in a nonfiction text  |              |   | PK.SL.3.1  | Ask and answer questions about key details in a text read aloud or information presented orally or through other       |
|           | •  |              |   | PK.SL.3.2  | Ask appropriate questions about what a speaker says.   |

| Preschool English Language Arts Curriculum Calendar |            |   |                  |  |  |
|---|------------|---|------------------|--|--|
| Unit 12   |            | Dates: 2/15 - 2/26  | Days in Unit: 10 |  |  |
| Sugges  | sted Form  | native Assessment Date for Unit 1   | 2: 2/26          |  |  |
| Important Da  | ites in Un | it 12: 2/15 President's Day - Scho  | ool IN Session   |  |  |
| Media Literacy                                      |            | Handwriting   |                  |  |  |
| <b>PK.ML.1</b> Recognize various types of media.    | PK.W.2.1   | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                  |  |  |
|   | PK.W.2.2   | Write by moving from left to right and top to bottom.   |                  |  |  |

| Clay      | Presch  | nool Engl     | ish Language Arts Curriculum C   | alendar    |  |
|-----------|---|---------------|--|------------|--|
|           | Unit 13   |               | Dates: 2/29 - 3/11   |            | Days in Unit: 10   |
|           | Sugges  | ted Form      | native Assessment Date for Unit  | 13: 3/11   |  |
|           | Impo  | ortant Dat    | es in Unit 13: 3/11 End of GP 3 (49  | days)      |  |
|           |   |               | READING  |            |  |
|           | Suggested   | l Unit 13 Rea | ding Street Stories - Whistle for Willie, Moonbea  | r's Shadow |  |
| Reading F | oundations  | Reading L     | iterature  | Reading N  | lonfiction   |
|           | Recognize that words are combined to form sentences.<br>Identify and name all uppercase (capital) and lowercase               | PK.RL.1       | Actively engage in group reading activities with purpose and understanding.              | PK.RN.1    | Actively engage in group reading activities with purpose and understanding.  |
| PK.RF.2.4 | letters of the alphabet.<br>(Goal - 20 uppercase or lowercase letters)  | PK.RL.2.2     | With support, retell familiar stories, poems, and nursery rhymes, including key details. |            |  |
| PK.RF.3.1 | Identify rhyming words.   | PK.RL.3.1     | Introduce familiar narrative text genres (e.g., fairy tales,                             |            |  |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words <i>and orally blend</i>        |               | nursery rhymes, storybooks)  |            |  |
| PK.RF.3.4 | Identify beginning sounds of words.   |               |  |            |  |
| PK.RF.4.1 | Orally produce sounds for each consonant.   |               |  |            |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major<br>vowels.   |               |  |            |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and last name, <b>I, the, a, to, my</b> , <i>and am, me, go, see</i> ) |               |  |            |  |
|           | Reading Vocabulary  |               | Writing  |            | Speaking & Listening   |
| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding                  | PK.W.3.2      | Use pictures to develop a main idea and orally provide information about a topic.        | PK.SL.2.1  | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small                                 |
|           | to literature and nonfiction texts to build and apply   | PK.W.6.1e     | With support, recognize types of sentences (e.g., statement, questions, exclamatory).    |            | and larger groups.   |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.                                       |               | Recognize ending punctuation (e.g., period, question mark                                | PK.SL.2.3  | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |
|           |   | PK.W.6.2b     | exclamation mark).   | PK.SL.2.4  | Ask questions to seek help, get information, or clarify something that is not understood.  |
|           |   |               |  | PK.SL.4.1  | As a whole group speak audibly, recite poems, rhymes,<br>and songs. Use complete sentences to describe familiar<br>people, places, things, and events. |

| Preschool English Language Arts Curriculum Calendar |            |   |                  |  |  |  |
|---|------------|---|------------------|--|--|--|
| Unit 13   |            | Dates: 2/29 - 3/11  | Days in Unit: 10 |  |  |  |
| Sugges  | ted Form   | native Assessment Date for Unit 1   | 13: 3/11         |  |  |  |
| Impo  | ortant Dat | es in Unit 13: 3/11 End of GP 3 (49 d   | ays)             |  |  |  |
| Media Literacy                                      |            | Handwriting   |                  |  |  |  |
| PK.ML.2.1 Recognize common signs and logos. PK      |            | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                  |  |  |  |
|   | PK.W.2.2   | Write by moving from left to right and top to bottom.   |                  |  |  |  |

| Clay      | UNITY Presch  | nool Engl  | ish Language Arts Curriculum Ca   | alendar   |  |
|-----------|---|------------|---|-----------|--|
|           | Unit REVIEW   |            | Dates: 3/14 - 3/18  |           | Days in Unit: 5  |
|           | Suggeste  | d Format   | ive Assessment Date for Unit Re   | view: 3/1 | 18   |
|           | Impo  | rtant Date | es in Unit Review: 3/21 - 4/1 Spring E  | Break     |  |
|           |   |            | READING   |           |  |
|           |   | Suc        | gested Review Reading Street Stories -  |           |  |
| Reading F | oundations  | Reading L  |   | Reading I | Nonfiction   |
|           | Recognize that words are combined to form sentences.<br>Identify and name all uppercase (capital) and lowercase | PK.RL.1    | Actively engage in group reading activities with purpose and understanding.                       | PK.RN.1   | Actively engage in group reading activities with purpose and understanding.  |
| PK.RF.2.4 | letters of the alphabet.<br>(Goal - 20 uppercase or lowercase letters)  | PK.RL.2.3  | Identify important elements of the text (e.g., characters, settings, or events)                   |           |  |
| PK.RF.3.1 | Identify rhyming words.   | PK.RL.3.1  | Introduce familiar narrative text genres (e.g., fairy tales,                                      | 1         |  |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words.                 |            | nursery rhymes, storybooks)   |           |  |
|           | Identify beginning sounds of words.   |            |   |           |  |
| PK.RF.4.1 | Orally produce sounds for each consonant.   |            |   |           |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major vowels.  |            |   |           |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my).                       |            |   |           |  |
|           | Reading Vocabulary  |            | Writing   |           | Speaking & Listening   |
| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding    | PK.W.3.2   | Use pictures to develop a main idea and orally provide information about a topic.                 | PK.SL.2.1 | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small |
|           | to literature and nonfiction texts to build and apply   | PK.W.6.1e  | With support, recognize types of sentences (e.g.,   |           | and larger groups.   |
|           | With support, ask and answer questions about unknown words in stories, poems, or songs.                         | PK.W.6.2b  | statement, questions, exclamatory).<br>Recognize ending punctuation (e.g., period, question mark, | PK.SL.2.3 | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.                    |
|           |   | r.w.o.2D   | exclamation mark).  | PK.SL.2.4 | Ask questions to seek help, get information, or clarify something that is not understood.                              |
|           |   |            |   | PK.SL.4.3 | Give, restate, and follow simple two-step directions.  |

| Preschool English Language Arts Curriculum Calendar |   |   |                 |  |  |  |
|---|---|---|-----------------|--|--|--|
| Unit REVIEW   |   | Dates: 3/14 - 3/18  | Days in Unit: 5 |  |  |  |
| Suggeste  | Suggested Formative Assessment Date for Unit Review: 3/18 |   |                 |  |  |  |
| Impo  | ortant Date   | es in Unit Review: 3/21 - 4/1 Spring E  | Break           |  |  |  |
| Media Literacy                                      |   | Handwriting   |                 |  |  |  |
| <b>PK.ML.1</b> Recognize various types of media.    | PK.W.2.1  | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |                 |  |  |  |
|   | PK.W.2.2  | Write by moving from left to right and top to bottom.   |                 |  |  |  |

| Clay               | IUNITY Prescl   | nool Engl     | ish Language Arts Curriculum Ca  | alendar              |   |
|--------------------|---|---------------|--|----------------------|---|
|                    | Unit 14   |               | Dates: 4/4 - 4/15  |                      | Days in Unit: 10  |
|                    | Sugges  | ted Form      | ative Assessment Date for Unit   | 14: 4/15             | _   |
|                    |   | Ir            | nportant Dates in Unit 14:   |                      |   |
|                    |   |               | READING  |                      |   |
|                    | Suggeste  | d Unit 14 Rea | ading Street Stories - Raccoon on His own, The F   | Puddle Pail          |   |
| Reading F          | oundations  | Reading L     | iterature  | Reading N            | Ionfiction  |
| PK.RF.2.3          | Recognize that words are combined to form sentences.<br>Identify and name all uppercase (capital) and lowercase | PK.RL.1       | Actively engage in group reading activities with purpose and understanding.                      | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.                         |
| PK.RF.2.4          | letters of the alphabet.  | PK.RL.2.4     | Make predictions about what will happen in a story.  |                      |   |
|                    | (Goal - 20 uppercase or lowercase letters)  | PK.RL.3.1     | Introduce familiar narrative text genres (e.g., fairy tales,                                     |                      |   |
| PK.RF.3.1          | Identify rhyming words.   |               | nursery rhymes, storybooks)  |                      |   |
| PK.RF.3.3          | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words.                 |               |  |                      |   |
| PK.RF.3.4          | Identify beginning sounds of words.   |               |  |                      |   |
| PK.RF.4.1          | Orally produce sounds for each consonant.   |               |  |                      |   |
| PK.RF.4.3          | Recognize the long and short sounds for the five major vowels.  |               |  |                      |   |
| PK.RF.4.4          | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my and, am, me, go see)    |               |  |                      |   |
| Reading Vocabulary |   | Writing       |  | Speaking & Listening |   |
|                    | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding | PK.W.3.2      | Use pictures to develop a main idea and orally provide information about a topic.                | PK.SL.2.1            |   |
|                    | to literature and nonfiction texts to build and apply   | PK.W.6.1e     | With support, recognize types of sentences (e.g.,  |                      | and larger groups.  |
|                    | With support, ask and answer questions about unknown words in stories, poems, or songs.                         |               | statement, questions, exclamatory).<br>Recognize ending punctuation (e.g., period, question mark | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks. |
|                    |   | PK.W.6.2b     | exclamation mark).   | PK.SL.2.4            | Ask questions to seek help, get information, or clarify<br>something that is not understood.        |
|                    |   |               |  | PK.SL.4.3            | Give, restate, and follow simple two-step directions.   |

| Preschool English Language Arts Curriculum Calendar   |  |   |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|
| Unit 14   | Unit 14 Dates: 4/4 - 4/15 Days in Unit: 10 |   |  |  |  |  |  |  |
| Suggested Formative Assessment Date for Unit 14: 4/15 |  |   |  |  |  |  |  |  |
|   | I  | mportant Dates in Unit 14:  |  |  |  |  |  |  |
| Media Literacy  | Media Literacy Handwriting                 |   |  |  |  |  |  |  |
| <b>PK.ML.2.1</b> Recognize common signs and logos.    | PK.W.2.1                                   | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |  |  |  |  |  |  |
|   | PK.W.2.2                                   | Write by moving from left to right and top to bottom.   |  |  |  |  |  |  |

| Clay      | MUNITY Presch  | nool Engl    | ish Language Arts Curriculum Ca  | lendar               |  |
|-----------|--|--------------|--|----------------------|--|
|           | Unit 15  |              | Dates: 4/18 - 4/29   |                      | Days in Unit: 10   |
|           | Sugges   | ted Form     | ative Assessment Date for Unit 1   | 5: 4/29              |  |
|           |  | Ir           | nportant Dates in Unit 15:   |                      |  |
|           |  |              | READING  |                      |  |
|           | Suggested  | Unit 15 Read | ding Street Stories - Oscar and the Crickets, A Lit.                                     | tle Bit More         |  |
| Reading F | oundations   | Reading L    | iterature  | Reading N            | Nonfiction   |
| PK.RF.2.3 | Recognize that words are combined to form sentences.<br>Identify and name all uppercase (capital) and lowercase                          | PK.RL.1      | Actively engage in group reading activities with purpose and understanding.              | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |
| PK.RF.2.4 | letters of the alphabet.<br>(Goal - 20 uppercase or lowercase letters)   | PK.RL.3.1    | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks) |                      |  |
| PK.RF.3.1 | Identify rhyming words.  | PK.RL.3.2    | With support, define the role of the author and illustrator of                           |                      |  |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words.  | F K.KL.J.Z   | a story in telling the story.  |                      |  |
| PK.RF.3.4 | Identify beginning sounds of words.  |              |  |                      |  |
| PK.RF.4.1 | Orally produce sounds for each consonant.  |              |  |                      |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major<br>vowels.  |              |  |                      |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and last name, <b>I, the, a, to, my</b> , and, am, me, <b>go, see</b> )           |              |  |                      |  |
|           | Reading Vocabulary   | Writing      |  | Speaking & Listening |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding                             | PK.W.3.2     | Use pictures to develop a main idea and orally provide information about a topic.        | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small                     |
|           | to literature and nonfiction texts to build and apply<br>Identify and sort pictures of objects into categories                           | PK.W.6.1e    | With support, recognize types of sentences (e.g., statement, questions, exclamatory).    | PK.SL.2.3            | and larger groups.<br>Listen to others, take turns speaking, and add one's own   |
|           | (e.g., <b>colors, shapes</b> , opposites).<br>With support, ask and answer questions about unknown<br>words in stories, poems, or songs. | PK.W.6.2b    | Recognize ending punctuation (e.g., period, question mark, exclamation mark).            | PK.SL.2.4            | ideas to small group discussions or tasks.<br>Ask questions to seek help, get information, or clarify<br>something that is not understood. |
|           | norus in stories, poeriis, or sorigs.  |              |  | PK.SL.4.3            | Give, restate, and follow simple two-step directions.  |

| Preschool English Language Arts Curriculum Calendar                   |   |   |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|
| Unit 15   | Unit 15 Dates: 4/18 - 4/29 Days in Unit: 10 |   |  |  |  |  |  |  |
| Suggested Formative Assessment Date for Unit 15: 4/29                 |   |   |  |  |  |  |  |  |
| Important Dates in Unit 15:   |   |   |  |  |  |  |  |  |
| Media Literacy Handwriting  |   |   |  |  |  |  |  |  |
| <b>PK.ML.1</b> Recognize various types of media.                      | PK.W.2.1                                    | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |  |  |  |  |  |  |
| <b>PK.W.2.2</b> Write by moving from left to right and top to bottom. |   |   |  |  |  |  |  |  |

| Class     | Presch   | nool Engl          | ish Language Arts Curriculum Ca   | lendar    |  |
|-----------|--|--------------------|---|-----------|--|
|           | Unit 16  |                    | Dates: 5/2 - 5/13   |           | Days in Unit: 10   |
|           | Sugges   | ted Form           | ative Assessment Date for Unit 1  | 6: 5/13   |  |
|           | Important Dates in   | Unit 16:           | 5/3 Teacher Appreciation Day; 5/  | 6 Schoo   | I Nurse Day  |
|           |  |                    | READING   |           |  |
|           | Sugge  | sted Unit 16 F     | Reading Street Stories - Gilberto and the Wind, The Co  | ol Pool   |  |
| Reading F | oundations   | Reading Literature |   |           | Nonfiction   |
| PK.RF.2.3 | Recognize that words are combined to form sentences.<br>Identify and name all uppercase (capital) and lowercase  | PK.RL.1            | Actively engage in group reading activities with purpose and understanding.                       | PK.RN.1   | Actively engage in group reading activities with purpose and understanding.  |
| PK.RF.2.4 | letters of the alphabet.<br>(Goal - 20 uppercase or lowercase letters)   | PK.RL.2.1          | With support, ask and answer questions about main topics and key details in a text heard or read. |           |  |
| PK.RF.3.1 | Identify rhyming words.  | PK.RL3.1           | Introduce familiar narrative text genres (e.g., fairy tales,                                      |           |  |
| PK.RF.3.3 | Orally blend the onset (the initial sounds) and the rime (the vowel and ending sound) in words.  | T K.KE5.T          | nursery rhymes, storybooks)   |           |  |
| PK.RF.3.4 | Identify beginning sounds of words.  |                    |   |           |  |
| PK.RF.4.1 | Orally produce sounds for each consonant.  |                    |   |           |  |
| PK.RF.4.3 | Recognize the long and short sounds for the five major vowels.   |                    |   |           |  |
| PK.RF.4.4 | Read common high-frequency words by sight (e.g., first and last name, I, the, a, to, my, and, am, me, go, see)   |                    |   |           |  |
|           | Reading Vocabulary   |                    | Writing   |           | Speaking & Listening   |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply |                    |   | PK.SL.2.1 | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups. |
| PK.RV.3.1 | With support, ask and answer questions about unknown words in stories, poems, or songs.  |                    |   | PK.SL.2.3 | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |
|           |  |                    |   | PK.SL.2.4 | Ask questions to seek help, get information, or clarify something that is not understood.  |

| Preschool English Language Arts Curriculum Calendar                            |  |   |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|
| Unit 16  | Unit 16 Dates: 5/2 - 5/13 Days in Unit: 10 |   |  |  |  |  |  |  |
| Suggested Formative Assessment Date for Unit 16: 5/13                          |  |   |  |  |  |  |  |  |
| Important Dates in Unit 16: 5/3 Teacher Appreciation Day; 5/6 School Nurse Day |  |   |  |  |  |  |  |  |
| Media Literacy   | Media Literacy Handwriting                 |   |  |  |  |  |  |  |
| <b>PK.ML.2.1</b> Recognize common signs and logos.                             | PK.W.2.1                                   | With support, trace and write most uppercase (capital) and lowercase letters of the alphabet, introducing shaping and spacing the letters of the words. |  |  |  |  |  |  |
|  | PK.W.2.2                                   | Write by moving from left to right and top to bottom.   |  |  |  |  |  |  |

| CLAS      | Preschool English Language Arts Curriculum Calendar  |                                    |   |                      |  |  |  |
|-----------|--|------------------------------------|---|----------------------|--|--|--|
|           | Unit REVIEW  | Dates: 5/16 - 5/20 Days in Unit: 5 |   |                      | Days in Unit: 5  |  |  |
|           | Suggestee  | d Format                           | ive Assessment Date for Unit Re   | view: 5/2            | 20   |  |  |
| Im        | nportant Dates in Unit Review: 5/  | 25 End o                           | of GP 4 (43 days); 5/25 Last Stude  | ent Day; 5           | 5/26 Teacher In-Service Day  |  |  |
|           |  |                                    | READING   |                      |  |  |  |
|           |  | Su                                 | ggested Unit Review Reading Street Stories  |                      |  |  |  |
| Reading R | Foundations  | Reading L                          | iterature   | Reading I            | Reading Nonfiction   |  |  |
|           |  | PK.RL.1                            | Actively engage in group reading activities with purpose<br>and understanding.  | PK.RN.1              | Actively engage in group reading activities with purpose and understanding.  |  |  |
|           |  | PK.RL3.1                           | Introduce familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)  |                      |  |  |  |
|           | Reading Vocabulary   |                                    | Writing   | Speaking & Listening |  |  |  |
| PK.RV.1   | Use words, phrases, and strategies acquired through<br>conversations, reading and being read to, and responding<br>to literature and nonfiction texts to build and apply |                                    |   | PK.SL.2.1            | Participate in collaborative conversations about grade-<br>appropriate topics and texts with peers and adults in small<br>and larger groups. |  |  |
|           | •  |                                    |   | PK.SL.2.3            | Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.  |  |  |
|           |  |                                    |   | PK.SL.2.4            | Ask questions to seek help, get information, or clarify<br>something that is not understood.   |  |  |
|           | Media Literacy   |                                    | Handwriting   |                      |  |  |  |
|           |  | PK.W.2.1                           | With support, trace and write most uppercase (capital) and<br>lowercase letters of the alphabet, introducing shaping and<br>spacing the letters of the words. |                      |  |  |  |
|           |  | PK.W.2.2                           | Write by moving from left to right and top to bottom.   |                      |  |  |  |