

Period	Reading	Writing	Oral and Written Conventions	Listening and Speaking	Research
On-going Genres: *Theme & Genre (folktales) *Poetry *Procedural	(3)(A) – identify common sounds (3)(D) – identify and read 25 (<i>MISD - 50</i>) high frequency words (6)(B) – discuss big idea and connect to personal experience (6)(C) – sensory details (6)(D) – recurring phrases and characters (<i>MISD – Nursery Rhymes</i>) (7) (A)– respond to rhythm and rhyme in poetry (11)(A) – follow pictorial directions Figure 19 (A) purpose for reading (B) ask questions (C) monitor comprehension (D) make inferences (E) retell important events (F) make connections	(13)(A) – first draft (13)(E) – share writing <i>MISD - Students write about their own experiences. Students are expected to write about important personal experiences.</i>	(16)(A) – use the following parts of speech in reading, writing, and speaking: (i) Past and future tenses when speaking (ii) Nouns (iii) Descriptive words (iv) Prepositions and prepositional phrases (v) Pronouns (16)(B) – speak in complete phrases (16)(C) – use complete simple sentences (17)(A) – form upper and lowercase letters legibly (18)(A) – match sounds to letters (18)(C) – write own name	(21)(A) – listen attentively (21)(B) – follow oral directions (22) (A)– share information and ideas (23)(A) – follow agreed-upon rules	
1 st six weeks Genres: <i>See on-going</i>	(1)(A) – spoken words represented by print (1)(B) – identify upper and lowercase letters (1)(C) – one to one correspondence (1)(D) – difference between a letter and word (1)(E) – sentences are made up of words separated by spaces (1)(F) – hold book correctly; reading moves left to right, top to bottom (1)(G) – identify parts of book (5)(A) – words that name actions, directions, positions, sequences, and locations (5)(C) – identify and sort pictures	Themes: <i>MISD – School Routines Families Fairy Tales Nursery Rhymes/Lullabies Apples</i>	Word Wall Words: <i>MISD – I, like, the, a, be, am, can, it, in, we</i>		



GRADE K: Year at a Glance
English Language Arts/Reading

Period	Reading	Writing	Oral and Written Conventions	Listening and Speaking	Research
2 nd six weeks Genres: *Fiction *Expository *Procedural *Culture & History	(2)(A) – identify a sentence (2)(B) – identify syllables (2)(C) - generate rhymes (2)(D) – distinguish rhyming words from non-rhyming words (2)(F) – blend spoken onsets and rimes (2)(I) – segment one-syllable words into phonemes (4)(A) – predict what happens next in text (2 nd -6 th six weeks) (4)(B) – ask and respond to questions about text (2 nd -6 th six weeks) (6)(A) – identify setting, characters and key events of story (2 nd -6 th six weeks) (8)(A) – retell a main event from story (2 nd -6 th six weeks) (8)(B) – describe characters in story and reason for actions (2 nd -6 th six weeks) (9)(A) – identify topic of informational text (2 nd -6 th six weeks) (10)(D) – make predictions using titles and illustrations (11)(B) – identify meaning of signs	(14)(A) – dictate or write sentences to tell a story and put in chronological sequence (2 nd -6 th six weeks) (15) (A)– dictate or write information (2 nd -6 th six weeks) Themes: MISD – Transportation Food (Nutrition) Interesting Mammals/Arachnids *Bats *Spiders Pumpkins/Fall Farm	(17)(B) – capitalize first letter in sentence (2 nd -6 th six weeks) (17)(B) – capitalize the first letter in a sentence(2 nd -6 th six weeks) (17)(C) – use ending punctuation (2 nd -6 th six weeks) Word Wall Words: MISD – see, to, her, get, go, have, by, yes, will, had		

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3 rd six weeks Genres: *Fiction *Culture & History	(2)(E) – recognize spoken alliteration (2)(G) – blend spoken phonemes (2)(H) - isolate the initial sound	(13)(D) – edit drafts by leaving spaces between letters and words (3 rd -6 th six weeks) MISD District Writing Prompt: December, Write a composition about a favorite toy. Themes: MISD – Thanksgiving Gingerbread Holiday Celebrations Winter Five Senses Penguins and Arctic Animals Earth’s Resources	(18)(B) – us letter-sounds to spell CVC words Word Wall Words: MISD – is, are, his, not, play, for, at, you, that, who		
4 th six weeks Genres: *Fiction *Expository *Culture & History	(3)(B) – decode words (e.g. VC, CVC, CCVC, and CVCC (4 th -6 th six weeks) (3)(C) – new words are created when letters are changed, added, or deleted (4 th -6 th six weeks) (10)(A) – identify topic and details in expository text (10)(B) – retell important facts in text	MISD District Writing Prompt: March, 2010 Write a composition about how you feel on a stormy/rainy night. Themes: MISD – Community Helpers Planet Earth/Space Valentines/President’s Day Weather/Seasons Dental Health	Word Wall Words: MISD – this, do, and, what, up, little, said, here, was, down		
5 th six weeks Genres: *Fiction *Culture & History	(5)(B) – compound words	(13)(B) – develop drafts by sequencing actions or details (5 th -6 th six weeks) (13)(C) – revise drafts by adding details (5 th -6 th six weeks) Themes: MISD – Dr. Seuss Spring Plants Pond Life/Bodies of Water Texas	Word Wall Words: MISD – she, he, has, look, they, with, my, me, where, want		



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6 th six weeks Genres: *Fiction *Expository * Culture & History	(5)(D) – use a picture dictionary (10)(C) – ways authors group information in text (12)(A) – identify different forms of media (12)(B) – identify techniques used in media	(14)(B) – write a short poem <i>MISD District Writing</i> <i>Prompt:</i> <i>Write a composition about your favorite day in kindergarten.</i> Themes: <i>MISD</i> – <i>Eggs</i> <i>Insects</i> <i>Dinosaurs/Fossils</i> <i>Oceans</i> <i>Summer</i>	Word Wall Words: <i>MISD – Review all word wall words</i>		(19)(A) – ask questions about topics of class-wide interest (19)(B) – decide what sources or people can answer these questions. (20)(A) – gather evidence from texts (20)(B) – use pictures with writing when documenting research