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| *Goal* | *Lesson Activities* | *Assessment* | *Covered* |
| **-----------------------1St Quarter-----------------------** | -------------------------------------- | ----------------------------------- | ------- |
| Uses language to share ideas, needs and feelings | story time, social centers/free choice time, 2nd Step, recess, everyday social interaction | Observational Assessment |  |
| Expresses spoken ideas clearly | story time, social centers/free choice time, 2nd Step, recess, everyday social interaction, modeling | Observational Assessment |  |
| Listens actively and attentively | classroom rules/management, modeling, expectations, practice, listen & do activities, carpet/story activities | Observational Assessment |  |
| Understands print concepts | morning message, story time, small reading groups, group discussion, worksheets, calendar/counting (directional, sweeping, etc) | Grade level quarterly assessment  (1:1-Concepts about Print) |  |
| Participates in story discussions (predictions) | read alouds, give/receive discussion, picture walking, picture discussions | Grade level quarterly assessment(1:1-Story Discussions) |  |
| Identifies letter names (total range 20-25 out of 54) | flashcards, Jolly Phonics, color songs, name practice, alphabet games/folder games, music (Who Let the Letters Out, etc), Smart Board, websites (ex: www.starfall.com) | Grade level quarterly assessment(1:1-Letter ID & Sound Score Sheet) |  |
| Applies letter sounds (total range 10-13 out of 33) | flashcards, Jolly Phonics, alphabet games/folder games, music (Who Let the Letters Out, etc), Smart Board, websites (ex: www.starfall.com) | Grade level quarterly assessment(1:1-Letter ID & Sound Score Sheet) |  |
| Recognizes common sight words (total range 11-19 out of 50) | word wall, sight word books, pattern books, flashcards, worksheets | Grade level quarterly assessment(1:1-High Frequency Word Assessment) |  |
| Shows willingness to write | paper/pencil, journal, sidewalk chalk | Work sample/Journals |  |
| Forms most letters legibly | Internet worksheets (ex: D’Nealian handwriting), lined paper, modeling, Smart Board, marker boards, dotted letters, tracing, fine motor exercises (ex: cutting, shaving cream, rubber bands, sand, playdough) | Grade level quarterly assessment(WG-Writing Sample) \*along with work sample/journals |  |
| **------------------------2nd Quarter---------------------** | **------------------------------------** | **-----------------------------------** | **-------** |
| Uses language to share ideas, needs and feelings \*continue\* | story time, social centers/free choice time, 2nd Step, recess, everyday social interaction | Observational Assessment |  |
| Expresses spoken ideas clearly \*continue\* | story time, social centers/free choice time, 2nd Step, recess, everyday social interaction, modeling | Observational Assessment |  |
| Listens actively and attentively \*continue\* | classroom rules/management, modeling, expectations, practice, listen & do activities, carpet/story activities | Observational Assessment |  |
| Understands print concepts \*continue\* | morning message, story time, small reading groups, group discussion, worksheets, calendar/counting (directional, sweeping, etc) | Grade level quarterly assessment  (1:1-Concepts about Print) |  |
| Participates in story discussions (Predictions & retelling) | read alouds, give/receive discussion, picture walking, picture discussions, sequencing cards/activities | Grade level quarterly assessment(1:1-Story Discussions) |  |
| Identifies letter names (total range 31-51 out of 54) | flashcards, Jolly Phonics, color songs, name practice, alphabet games/folder games, music (Who Let the Letters Out, etc), Smart Board, websites (ex: www.starfall.com) | Grade level quarterly assessment(1:1-Letter ID & Sound Score Sheet) |  |
| Applies letter sounds (total range16-26 out of 33) | flashcards, Jolly Phonics, alphabet games/folder games, music (Who Let the Letters Out, etc), Smart Board, websites (ex: www.starfall.com) | Grade level quarterly assessment(1:1-Letter ID & Sound Score Sheet) |  |
| Recognizes common sight words (total range 19-29 out of 50) | word wall, sight word books, pattern books, flashcards, worksheets | Grade level quarterly assessment(1:1-High Frequency Word Assessment) |  |
| Shows willingness to write \*continue\* | paper/pencil, journal, sidewalk chalk | Work sample/Journals |  |
| Forms most letters legibly \*continue\* | Internet worksheets (ex: D’Nealian handwriting), lined paper, modeling, Smart Board, marker boards, dotted letters, tracing, fine motor exercises (ex: cutting, shaving cream, rubber bands, sand, playdough) | Grade level quarterly assessment(WG-Writing Sample) \*along with work sample/journals |  |
| Recognizes rhyming words | Verbal practice through read-alouds, word families | Grade level quarterly assessment  (1:1- Phonemic Awareness) |  |
| Blending spoken sounds into words with prompting and support | Oral practice, sound boxes with and without pictures, literacy centers/games | Grade level quarterly assessment  (1:1- Phonemic Awareness) |  |
| Divides spoken words into individual sounds (focus on beginning and ending sounds this quarter only) | Oral practice, sound boxes with and without pictures/prompts, literacy centers/games | Grade level quarterly assessment  (1:1- Phonemic Awareness) |  |
| Applies letters and sounds to create words with prompting and support | Oral practice, journaling, marker boards, sound boxes, literacy centers/games, worksheets, Internet resources (i.e.- [www.starfall.com](http://www.starfall.com)) | Collaborative Assessment  (1:1 – Dictation Sample and WG – Writing Sample) |  |

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| **------------------------3rd Quarter---------------------** | **------------------------------------** | **-----------------------------------** |
| Uses language to share ideas, needs and feelings \*continue\* | story time, social centers/free choice time, 2nd Step, recess, everyday social interaction | Observational Assessment |
| Expresses spoken ideas clearly \*continue\* | story time, social centers/free choice time, 2nd Step, recess, everyday social interaction, modeling | Observational Assessment |
| Listens actively and attentively \*continue\* | classroom rules/management, modeling, expectations, practice, listen & do activities, carpet/story activities | Observational Assessment |
| Understands print concepts \*continue\* | morning message, story time, small reading groups, group discussion, worksheets, calendar/counting (directional, sweeping, etc) | Grade level quarterly assessment  (1:1-Concepts about Print) |
| Participates in story discussions (predictions, retelling & drawing conclusions) | read alouds, give/receive discussion, picture walking, picture discussions, sequencing cards/activities | Grade level quarterly assessment(1:1-Story Discussions) |
| Identifies letter names (total range 43-52 out of 54) | flashcards, Jolly Phonics, color songs, name practice, alphabet games/folder games, music (Who Let the Letters Out, etc), Smart Board, websites (ex: www.starfall.com) | Grade level quarterly assessment(1:1-Letter ID & Sound Score Sheet) |
| Applies letter sounds (total range 22-26 out of 33) | flashcards, Jolly Phonics, alphabet games/folder games, music (Who Let the Letters Out, etc), Smart Board, websites (ex: www.starfall.com) | Grade level quarterly assessment(1:1-Letter ID & Sound Score Sheet) |
| Recognizes common sight words (total range 30-39 out of 50) | word wall, sight word books, pattern books, flashcards, worksheets | Grade level quarterly assessment(1:1-High Frequency Word Assessment) |
| Shows willingness to write \*continue\* | paper/pencil, journal, sidewalk chalk | Work sample/Journals |
| Forms most letters legibly \*continue\* | Internet worksheets (ex: D’Nealian handwriting), lined paper, modeling, Smart Board, marker boards, dotted letters, tracing, fine motor exercises (ex: cutting, shaving cream, rubber bands, sand, playdough) | Grade level quarterly assessment(WG-Writing Sample) \*along with work sample/journals |
| Recognizes and creates rhyming words | Verbal practice through read-alouds, word families | Grade level quarterly assessment  (1:1- Phonemic Awareness) |
| Blending spoken sounds into words independently and with prompting and support as needed | Oral practice, sound boxes with and without pictures, literacy centers/games | Grade level quarterly assessment  (1:1- Phonemic Awareness) |
| Divides spoken words into individual sounds (focus on CVC words) | Oral practice, sound boxes with and without pictures/prompts, literacy centers/games | Grade level quarterly assessment  (1:1- Phonemic Awareness) |
| Applies letters and sounds to create words independently and with prompting and support as needed | Oral practice, journaling, marker boards, sound boxes, literacy centers/games, worksheets, Internet resources (i.e.- [www.starfall.com](http://www.starfall.com)) | Collaborative Assessment  (1:1 – Dictation Sample and WG – Writing Sample) |
| Writes simple sentences with prompting and support | Copying/modeling, repetitive sentences, sentence starters, cut and paste words into the correct order to make a sentence | Collaborative Assessment  (1:1 – Dictation Sample and WG – Writing Sample) |