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| 1st 9 Weeks | **Date Introduced** | **Date Assessed** | **Notes** |
| \*LS2: Ask meaning of words. |  |  |  |
| LS3: Follow two-step directions or requests. |  |  |  |
| \*LS4: Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. |  |  |  |
| LS5: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) |  |  |  |
| \*LS6: Describe familiar people, places, things and experiences. |  |  |  |
| \*LS7: Use drawings or other visuals to add details to verbal descriptions. |  |  |  |
| \*LS8a: With modeling and support, use the conventions of standard English (Grammar): (a) Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. |  |  |  |
| LS8b: Form regular plural nouns orally by adding /s/ or /es/. |  |  |  |
| \*LS8c: Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). |  |  |  |
| LS8d: Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with). |  |  |  |
| LS8e: Produce and expand complete sentences in shared language activities. |  |  |  |
| \*LS9: With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) |  |  |  |
| \*LS10: With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) |  |  |  |
| \*LS11: Identify real-life connections between words and their use. (Vocabulary) |  |  |  |
| \*LS12: With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary) |  |  |  |
| LS13: With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed). |  |  |  |
| LS14: With modeling and support, continue a conversation through multiple exchanges. |  |  |  |
| R1: Ask and answer questions, and comment about characters and major events in familiar stories. |  |  |  |
| R2: Retell or re-enact familiar stories. |  |  |  |
| R3: Identify characters and major events in a story. |  |  |  |
| \*R4: Demonstrate an understanding of the differences between fantasy and reality. |  |  |  |
| \*R6: With modeling and support, name the author and illustrator of a story and what part each person does for a book. |  |  |  |
| \*R7: With modeling and support, identify the topic of an informational text that has been read aloud. |  |  |  |
| \*R8: With modeling and support, describe, categorize and compare and contrast information in informational text. |  |  |  |
| \*R9: With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). |  |  |  |
| R10: Actively engage in group reading with purpose and understanding. |  |  |  |
| \*R11: With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. |  |  |  |
| R12: Demonstrate an understanding of basic conventions of print in English and other languages. |  |  |  |
| R13: Orient books correctly for reading and turn pages one at a time. |  |  |  |
| R14: Demonstrate an understanding that print carries meaning. |  |  |  |
| \*R16: With modeling and support recognize words in spoken sentences. |  |  |  |
| R21: With modeling and support recognize and “read” familiar words or environmental print. |  |  |  |
| R22: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. |  |  |  |
| \*R23: With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. |  |  |  |
| \*R24: With modeling and support, recognize the sounds associated with letters. |  |  |  |
| W1: Use a 3-finger grasp of dominant hand to hold a writing tool. |  |  |  |
| W2: Demonstrate an understanding of the structure and function of print. |  |  |  |
| W3: With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters |  |  |  |
| W4: With modeling and support, demonstrate letter formation in “writing.” |  |  |  |
| \*W6: “Read” what he/she has written. |  |  |  |
| \*W7: With modeling and support, notice and sporadically use punctuation in writing. |  |  |  |
| \*W8: With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). |  |  |  |
| \*W10: With modeling and support, discuss and respond to questions from others about writing/drawing. |  |  |  |
| \*W11: With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. |  | ) |  |
| \*W12: With modeling and support, explore a variety of digital tools to express ideas. |  |  |  |

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| 2nd 9 Weeks | **Date Introduced** | **Date Assessed** | **Notes** |
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| \*LS1: Demonstrate understanding of increasingly complex concepts and longer sentences. |  |  |  |
| \*LS2: Ask meaning of words. |  |  |  |
| LS3: Follow two-step directions or requests. |  |  |  |
| \*LS4: Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. |  |  |  |
| LS5: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) |  |  |  |
| \*LS6: Describe familiar people, places, things and experiences. |  |  |  |
| \*LS7: Use drawings or other visuals to add details to verbal descriptions. |  |  |  |
| \*LS8a: With modeling and support, use the conventions of standard English (Grammar): (a) Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. |  |  |  |
| \*LS8c: Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). |  |  |  |
| LS8d: Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with). |  |  |  |
| LS8e: Produce and expand complete sentences in shared language activities. |  |  |  |
| \*LS9: With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) |  |  |  |
| \*LS10: With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) |  |  |  |
| \*LS11: Identify real-life connections between words and their use. (Vocabulary) |  |  |  |
| \*LS12: With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary) |  |  |  |
| LS13: With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed). |  |  |  |
| LS14: With modeling and support, continue a conversation through multiple exchanges. |  |  |  |
| R1: Ask and answer questions, and comment about characters and major events in familiar stories. |  |  |  |
| R2: Retell or re-enact familiar stories. |  |  |  |
| R3: Identify characters and major events in a story. |  |  |  |
| \*R4: Demonstrate an understanding of the differences between fantasy and reality. |  |  |  |
| \*R6: With modeling and support, name the author and illustrator of a story and what part each person does for a book. |  |  |  |
| \*R7: With modeling and support, identify the topic of an informational text that has been read aloud. |  |  |  |
| \*R8: With modeling and support, describe, categorize and compare and contrast information in informational text. |  |  |  |
| \*R9: With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). |  |  |  |
| R10: Actively engage in group reading with purpose and understanding. |  |  |  |
| \*R11: With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. |  |  |  |
| R12: Demonstrate an understanding of basic conventions of print in English and other languages. |  |  |  |
| R13: Orient books correctly for reading and turn pages one at a time. |  |  |  |
| R14: Demonstrate an understanding that print carries meaning. |  |  |  |
| R15: With modeling and support, recognize and produce rhyming words. |  |  |  |
| \*R16: With modeling and support recognize words in spoken sentences. |  |  |  |
| R21: With modeling and support recognize and “read” familiar words or environmental print. |  |  |  |
| R22: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. |  |  |  |
| \*R23: With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. |  |  |  |
| \*R24: With modeling and support, recognize the sounds associated with letters. |  |  |  |
| W1: Use a 3-finger grasp of dominant hand to hold a writing tool. |  |  |  |
| W2: Demonstrate an understanding of the structure and function of print. |  |  |  |
| W3: With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters |  |  |  |
| W4: With modeling and support, demonstrate letter formation in “writing.” |  |  |  |
| \*W6: “Read” what he/she has written. |  |  |  |
| \*W7: With modeling and support, notice and sporadically use punctuation in writing. |  |  |  |
| \*W8: With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). |  |  |  |
| \*W10: With modeling and support, discuss and respond to questions from others about writing/drawing. |  |  |  |
| \*W11: With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. |  |  |  |
| \*W12: With modeling and support, explore a variety of digital tools to express ideas. |  |  |  |
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| 3rd 9 Weeks | **Date Introduced** | **Date Assessed** | **Notes** |
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| \*LS2: Ask meaning of words. |  |  |  |
| LS3: Follow two-step directions or requests. |  |  |  |
| \*LS4: Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. |  |  |  |
| LS5: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) |  |  |  |
| \*LS6: Describe familiar people, places, things and experiences. |  |  |  |
| \*LS7: Use drawings or other visuals to add details to verbal descriptions. |  |  |  |
| \*LS8a: With modeling and support, use the conventions of standard English (Grammar): (a) Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. |  |  |  |
| \*LS8c: Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). |  |  |  |
| LS8e: Produce and expand complete sentences in shared language activities. |  |  |  |
| \*LS9: With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) |  |  |  |
| \*LS10: With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) |  |  |  |
| \*LS11: Identify real-life connections between words and their use. (Vocabulary) |  |  |  |
| \*LS12: With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary) |  |  |  |
| LS13: With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed). |  |  |  |
| LS14: With modeling and support, continue a conversation through multiple exchanges. |  |  |  |
| R1: Ask and answer questions, and comment about characters and major events in familiar stories. |  |  |  |
| R2: Retell or re-enact familiar stories. |  |  |  |
| R3: Identify characters and major events in a story. |  |  |  |
| \*R4: Demonstrate an understanding of the differences between fantasy and reality. |  |  |  |
| \*R5: With modeling and support, describe what part of the story the illustration depicts. |  |  |  |
| \*R6: With modeling and support, name the author and illustrator of a story and what part each person does for a book. |  |  |  |
| \*R7: With modeling and support, identify the topic of an informational text that has been read aloud. |  |  |  |
| \*R8: With modeling and support, describe, categorize and compare and contrast information in informational text. |  |  |  |
| \*R9: With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). |  |  |  |
| R10: Actively engage in group reading with purpose and understanding. |  |  |  |
| \*R11: With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. |  |  |  |
| R12: Demonstrate an understanding of basic conventions of print in English and other languages. |  |  |  |
| R13: Orient books correctly for reading and turn pages one at a time. |  |  |  |
| R14: Demonstrate an understanding that print carries meaning. |  |  |  |
| R15: With modeling and support, recognize and produce rhyming words. |  |  |  |
| \*R16: With modeling and support recognize words in spoken sentences. |  |  |  |
| \*R18: With modeling and support, orally blend and segment familiar compound words. |  |  |  |
| R21: With modeling and support recognize and “read” familiar words or environmental print. |  |  |  |
| R22: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. |  |  |  |
| \*R24: With modeling and support, recognize the sounds associated with letters. |  |  |  |
| W1: Use a 3-finger grasp of dominant hand to hold a writing tool. |  |  |  |
| W2: Demonstrate an understanding of the structure and function of print. |  |  |  |
| W3: With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters |  |  |  |
| W4: With modeling and support, demonstrate letter formation in “writing.” |  |  |  |
| W5: With modeling and support show awareness that one letter or cluster of letters represents one word. |  |  |  |
| \*W6: “Read” what he/she has written. |  |  |  |
| \*W7: With modeling and support, notice and sporadically use punctuation in writing. |  |  |  |
| \*W8: With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). |  |  |  |
| W9: With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition) |  |  |  |
| \*W10: With modeling and support, discuss and respond to questions from others about writing/drawing. |  |  |  |
| \*W11: With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. |  |  |  |
| \*W12: With modeling and support, explore a variety of digital tools to express ideas. |  |  |  |

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| 4th 9 Weeks | **Date Introduced** | **Date Assessed** | **Notes** |
| \*LS2: Ask meaning of words. |  |  |  |
| LS3: Follow two-step directions or requests. |  |  |  |
| \*LS4: Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. |  |  |  |
| LS5: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) |  |  |  |
| \*LS6: Describe familiar people, places, things and experiences. |  |  |  |
| \*LS7: Use drawings or other visuals to add details to verbal descriptions. |  |  |  |
| \*LS8a: With modeling and support, use the conventions of standard English (Grammar): (a) Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. |  |  |  |
| LS8b: Form regular plural nouns orally by adding /s/ or /es/. |  |  |  |
| \*LS8c: Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). |  |  |  |
| LS8e: Produce and expand complete sentences in shared language activities. |  |  |  |
| \*LS9: With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) |  |  |  |
| \*LS10: With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) |  |  |  |
| \*LS11: Identify real-life connections between words and their use. (Vocabulary) |  |  |  |
| \*LS12: With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary) |  |  |  |
| LS13: With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed). |  |  |  |
| LS14: With modeling and support, continue a conversation through multiple exchanges. |  |  |  |
| R1: Ask and answer questions, and comment about characters and major events in familiar stories. |  |  |  |
| R2: Retell or re-enact familiar stories. |  |  |  |
| R3: Identify characters and major events in a story. |  |  |  |
| \*R4: Demonstrate an understanding of the differences between fantasy and reality. |  |  |  |
| \*R5: With modeling and support, describe what part of the story the illustration depicts. |  |  |  |
| \*R6: With modeling and support, name the author and illustrator of a story and what part each person does for a book. |  |  |  |
| \*R7: With modeling and support, identify the topic of an informational text that has been read aloud. |  |  |  |
| \*R8: With modeling and support, describe, categorize and compare and contrast information in informational text. |  |  |  |
| \*R9: With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). |  |  |  |
| R10: Actively engage in group reading with purpose and understanding. |  |  |  |
| \*R11: With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. |  |  |  |
| R12: Demonstrate an understanding of basic conventions of print in English and other languages. |  |  |  |
| R13: Orient books correctly for reading and turn pages one at a time. |  |  |  |
| R14: Demonstrate an understanding that print carries meaning. |  |  |  |
| R15: With modeling and support, recognize and produce rhyming words. |  |  |  |
| \*R17: With modeling and support identify, blend and segment syllables in spoken words. |  |  |  |
| \*R18: With modeling and support, orally blend and segment familiar compound words. |  |  |  |
| \*R19: With modeling and support, blend and segment onset and rime in single-syllable spoken words. |  |  |  |
| \*R20: With modeling and support identify initial and final sounds in spoken words. |  |  |  |
| R21: With modeling and support recognize and “read” familiar words or environmental print. |  |  |  |
| R22: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. |  |  |  |
| \*R24: With modeling and support, recognize the sounds associated with letters. |  |  |  |
| W1: Use a 3-finger grasp of dominant hand to hold a writing tool. |  |  |  |
| W2: Demonstrate an understanding of the structure and function of print. |  |  |  |
| W3: With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters |  |  |  |
| W4: With modeling and support, demonstrate letter formation in “writing.” |  |  |  |
| W5: With modeling and support show awareness that one letter or cluster of letters represents one word. |  |  |  |
| \*W6: “Read” what he/she has written. |  |  |  |
| \*W7: With modeling and support, notice and sporadically use punctuation in writing. |  |  |  |
| \*W8: With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). |  |  |  |
| W9: With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition) |  |  |  |
| \*W10: With modeling and support, discuss and respond to questions from others about writing/drawing. |  |  |  |
| \*W11: With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. |  |  |  |
| \*W12: With modeling and support, explore a variety of digital tools to express ideas. |  |  |  |