

Unit 8/26 to 9/26	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction to Readerly and Writerly Life</p>	<p>K.R.1.1 Students can identify and manipulate <u>phonemes</u> and words in spoken language. K.R.1.3 Students can comprehend and use vocabulary from <u>text</u> read aloud. K.R.2.1 Students can comprehend and respond to <u>text</u> read aloud. K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u>. K.R.2.3 Students can read sight words and <u>high-frequency</u> words with <u>automaticity</u>. K.R.3.1 Students can identify <u>concepts of print</u> in text. K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do. K.R.5.1 Students can locate <u>informational text</u> at school.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture. K.W.2.1 Students can write a simple sentence using a capital letter and <u>phonetic spelling</u>. K.W.2.3 Students can write upper- and lower-case letters.</p> <p>K.LVS.1.1 Students can follow simple two-step oral directions. K.LVS.1.2 Students can follow <u>rules of conversation</u> in group situations. K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information. K.LVS.1.5 Students can speak in <u>complete sentences</u> to tell about people, places, or things. K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns. K.LVS.1.9 Students can identify <u>personal</u> and <u>emergency information</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to the routines and expectations of the classroom teacher with regards to Literacy Block. • <i>Point to and identify the front & back cover of a book (M) (K.R.3.1)</i> • <i>Differentiate between the upper and lower case letters in own first name (M) (K.R.3.1)</i> • <i>Name and point to the first letter of own first name (M) (K.R.3.1)</i> • <i>Recognize their first name in print (environmental print, name tags, word wall) (M) (K.R.2.3)</i> • Be introduced to letters from their own names.(I) (K.R.2.2) • Point to and identify the title page of a book (I) (K.R.3.1) • Identify how to ‘read’ through a book, beginning with first page and correctly turning pages (I) (K.R.3.1) • Listen to repetitive text read and reread aloud; use vocabulary from repetitive text (big books and shared poetry) in oral language (I) (K.R.1.3) (K.LVS.1.5) • Be exposed to the terms author and illustrator (I) (K.R.3.2) • Have opportunities to relate stories read aloud to personal experience (I) (K.R.2.1) • Identify favorite authors/titles (I) (K.R.3.2) • Point to and locate printed materials, including symbols, within their school including but not limited to (I): (K.R.5.1) <ul style="list-style-type: none"> ○ Picture Schedules ○ Boy’s and Girl’s Bathroom Sign ○ Exit Sign ○ Stop Sign
		<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to the routines and expectations of the classroom teacher with regards to Literacy Block. • Generate simple oral stories. (I) (K.W.1.1) • Attempt simple pictures to accompany simple oral stories. (I) (K.W.1.1) • Be exposed to teacher modeling of simple letter, word and sentence writing using conventional and phonetic spelling. (I) (K.W.2.1, K.W.2.1) • Write their first names representing at least the beginning sound (I) (K.W.2.3)

TCSO Kindergarten Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> Follow simple one-step directions (I) (K.LVS.1.1) Be introduced to rules of conversation (I) (K.LVS.1.2) Be introduced to simple picture schedules (I) (K.LVS.1.4) State their first and last name upon request (I) (K.LVS.1.9) Join in the choral reading of repetitive texts (I) (K.LVS.1.8) Use words and phrases (I) (K.LVS.1.5)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> Listen to initial consonant sounds in words to classify as the same (bat and bat, kite and cat) (I) (K.R.1.1) Sort pictures and objects to classify by initial consonant sounds (bat and bat, kite and cat) (I) (K.R.1.1)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> Individual school libraries/book walls <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) <u>Handwriting Without Tears</u> (Olsen) TC Literacy Website TC Literacy Plan Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) <u>Phonics They Use</u> (Cunningham) <u>Phonics Lessons</u> (Fountas & Pinnell) <u>Month by Month Phonics</u> (Cunningham & Hall) <u>The Morning Meeting Book</u> (Kriete & Bechtel) 		<ul style="list-style-type: none"> TCSO Writing Assessment (Student work accompanied by scored rubric) (RECOMMENDED FOR COLLECTION IN THE FIRST WEEK OF SCHOOL) Kindergarten Letter Awareness Checklist Kindergarten Letter Awareness Letter Sheet Kindergarten Early Literacy Observations Teacher generated checklists for mastered skills Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records

Unit 9/29 to 11/7	Standards	Focus
Exploring Story Elements	<p>K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.</p> <p>K.R.1.2 Students can match letters and sounds and use them in <u>decoding</u> and making C-V-C words.</p> <p>K.R.1.3 Students can comprehend and use vocabulary from <u>text</u> read aloud.</p> <p>K.R.2.1 Students can comprehend and respond to <u>text</u> read aloud.</p> <p>K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u>.</p> <p>K.R.2.3 Students can read sight words and <u>high-frequency</u> words with <u>automaticity</u>.</p> <p>K.R.3.1 Students can identify <u>concepts of print</u> in text.</p> <p>K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do.</p> <p>K.R.5.1 Students can locate <u>informational text</u> at school.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</p> <p>K.W.2.2 Students can write the letters that match sounds in words.</p> <p>K.W.2.3 Students can write upper- and lower-case letters.</p> <p>K.LVS.1.1 Students can follow simple two-step oral directions.</p> <p>K.LVS.1.2 Students can follow <u>rules of conversation</u> in group situations.</p> <p>K.LVS.1.3 Students can identify different facial expressions, body language, and signals.</p> <p>K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information.</p> <p>K.LVS.1.5 Students can speak in <u>complete sentences</u> to tell about people, places, or things.</p> <p>K.LVS.1.6 Students can contribute to group discussions on a topic.</p> <p>K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.LVS.1.9 Students can identify <u>personal</u> and <u>emergency information</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Point to and identify the title page of a book (M) (K.R.3.1)</i> • <i>Demonstrate how to ‘read’ through a book, beginning with first page and correctly turning pages (M) (K.R.3.1)</i> • <i>Point to periods and describe their purpose (M) (K.R.3.1)</i> • Be encouraged to recognize the names of classmates in print (K.R.2.3) • Listen to repetitive text read and reread aloud; use vocabulary from repetitive text (big books and shared poetry) in oral language (R) (K.R.1.3) (K.LVS.1.5) • Have opportunities to relate stories to personal experience (R) (K.R.2.1) (K.LVS.6) • Have opportunities to use picture and story clues to orally predict what will happen next (I) (K.R.2.1) (K.LVS.6) • Point to and locate printed materials, including symbols, within their school. (R) (K.R.5.1) • Be introduced to tracking print from left to right and from top to bottom on the printed page (I) (K.R.3.1) • Discriminate between words and letters in context (I) (K.R.3.1) • Be gradually introduced to The First 25 Instant Words; introduced words will be added to the word wall (Frye List, Reading Teacher’s Book of Lists) (I) (K.R.2.3) (K.R.5.1) • Identify characters and objects in illustrations in terms of location, size, color, and shape (I) (K.R.1.3) • Infer character mood from facial expressions in illustrations (I) (K.LVS.1.3) • Sequence events from simple stories (beginning, middle, end) (I) (K.R.2.1) (K.LVS.1.7) • Point to and name characters in familiar simple stories (I) (K.R.2.1) (K.LVS.1.7) • Be exposed to setting in the context of class discussion (I) (K.R.2.1) • Respond to stories by asking and answering questions (I) (K.R.2.1) (K.LVS.1.6) • Be exposed to what authors and illustrators do (write words, draw pictures) (I) (K.R.3.2) • Identify and differentiate between upper and lower case letters as introduced (I) (K.R.2.2, K.R.3.1) • <i>Identify favorite authors/titles (C) (K.R.3.2)</i>
		<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write <u>introduced</u> letters upon request using correct letter formation (see resources) (M)</i> • Generate simple oral stories of at least three sentences (R) (K.W.1.1) • Create pictures to accompany simple oral stories (R) (K.W.1.1) • Add details to simple pictures when prompted to do so (I) (K.W.1.1) • Be exposed to teacher modeling of appropriate letter formation (see resources) (I) (K.W.2.3) • Be exposed to teacher modeling of words and sentence writing using conventional and phonetic spelling (C) (K.W.2.1, K.W.2.2) • Be encouraged to label pictures with letters, words and phrases when appropriate (I) (K.W.2.2) • Write their first names (I) (K.W.2.3) • Participate in shared/interactive writing by writing letters to represent known beginning sounds (C) (K.W.2.2) • Write TCS D Kindergarten No Excuse Words as introduced (I) (K.W.2.2)

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Follow simple one-step directions (R) (K.LVS.1.1) • Follow rules of conversation (C) (K.LVS.1.2) • Use simple picture schedules with teacher support (R) (K.LVS.1.4) • State their first and last name upon request (R) (K.LVS.1.9) • Join in the choral reading of repetitive texts (C) (K.LVS.1.8) • Use words and phrases (M); use complete sentences when prompted (I) (K.LVS.1.5)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Listen to initial consonant sounds in words to classify as the same (bat and boy, kite and cat) (I) (K.R.1.1) • Sort pictures and objects to classify by initial consonant sounds ((bat and boy, kite and cat) (I) and identify initial sounds as same and different (bat, boy, car, bike) (R) (K.R.1.1) • Listen for and count words in simple sentences presented orally (for example, in interactive writing) (I) (K.R.1.1) • Recognize and read their first names in a variety of contexts (I) (K.R.1.2) • Clap and count syllables in their first names. (I) (K.R.1.2) • Match consonant/vowel sounds to introduced letters (I) (K.R.1.2)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) • Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) 		<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCS D Writing Assessment (Student work accompanied by scored rubric) • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Drawings Anecdotal Records • TCS D Chunk Checklist (see TC Literacy Website) TCS D No Excuse Checklist (see TC Literacy Website)

Unit 11/10 to 12/19	Standards	Focus
	<p>K.R.1.1 Students can identify and manipulate <u>phonemes</u> and words in spoken language.</p> <p>K.R.1.2 Students can match letters and sounds and use them in <u>decoding</u> and making C-V-C words.</p> <p>K.R.1.3 Students can comprehend and use vocabulary from <u>text</u> read aloud.</p> <p>K.R.2.1 Students can comprehend and respond to <u>text</u> read aloud.</p> <p>K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u>.</p> <p>K.R.2.3 Students can read sight words and <u>high-frequency</u> words with <u>automaticity</u>.</p> <p>K.R.3.1 Students can identify <u>concepts of print</u> in text.</p> <p>K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do.</p> <p>K.R.3.3 Students can distinguish <u>fiction</u> from <u>nonfiction</u>.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</p> <p>K.W.2.1 Students can write a simple sentence using a capital letter and <u>phonetic spelling</u>.</p> <p>K.W.2.2 Students can write the letters that match sounds in words.</p> <p>K.W.2.3 Students can write upper- and lower-case letters.</p> <p>K.LVS.1.1 Students can follow simple two-step oral directions.</p> <p>K.LVS.1.2 Students can follow <u>rules of conversation</u> in group situations.</p> <p>K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information.</p> <p>K.LVS.1.5 Students can speak in <u>complete sentences</u> to tell about people, places, or things.</p> <p>K.LVS.1.6 Students can contribute to group discussions on a topic.</p> <p>K.LVS.1.7 Students can tell about an <u>experience</u> or story in <u>sequence</u> with or without <u>visual aids</u>.</p> <p>K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.LVS.1.9 Students can identify <u>personal</u> and <u>emergency</u> <u>information</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Point to and locate printed materials, including symbols, within their school. (M) (K.R.5.1)</i> • Have opportunities to relate stories to personal experience (R) (K.R.2.1) (K.LVS.1.6) • Discriminate between words and letters in context (R) (K.R.3.1) • Track print from left to right and from top to bottom on the printed page (R) (K.R.3.1) • Sequence events from simple stories or poems (beginning, middle, end) (R) (K.R.2.1) • Listen to repetitive text read and reread aloud; use vocabulary from repetitive text (big books and shared poetry) in oral language (C) (K.R.1.3) (K.LVS.1.5) • Be gradually introduced to The First 25 Instant Words; introduced words will be added to the word wall (Frye List, Reading Teacher's Book of Lists) (C) (K.R.2.3, K.R.5.1) • Respond to stories and poems by asking and answering questions (C) (K.R.2.1) • Be exposed to what authors and illustrators do (write words, draw pictures) (C) (K.R.3.2) • Name and differentiate between upper and lower case letters as introduced (C) (K.R.2.2, K.R.3.1)] • Listen and respond to examples of fiction (I) (K.R.3.3) (K.LVS.1.6) (K.LVS.1.6) • Read and discuss multiple works by the same author and illustrator (I) (K.R.3.2) • Identify favorite poems and/or poets (I) (K.R.2.3) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write introduced letters upon request (M)</i> • <i>Generate simple oral stories of at least three sentences (M) (K.W.1.1) (K.LVS.7)</i> • <i>Create pictures to accompany simple oral stories (M) (K.W.1.1)</i> • <i>Write their first names (M) (K.W.2.3)</i> • Add details to simple pictures when prompted to do so (C) (K.W.1.1) • Be exposed to teacher modeling of simple word and sentence writing using conventional and phonetic spelling (C) (K.W.2.1, K.W.2.1) • Label pictures with letters, words and/or phrases (I) (K.W.2.2) • Participate in shared/interactive writing by writing letters to represent known beginning (R) and ending sounds (I) (K.W.2.2) • Write high frequency words (TCS D Kindergarten No Excuse Words) as introduced (I) (K.W.2.2)

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Follow simple one-step directions (M) and simple two-step directions (I) (K.LVS.1.1) • Use simple picture schedules with teacher support (M) (K.LVS.1.4) • State their first and last name upon request (M); state name of parent or guardian (I) (K.LVS.1.9) • Follow rules of conversation (R) (K.LVS.1.2) • Join in the choral reading of repetitive texts (C) (K.LVS.1.8) • Use complete sentences when prompted (C) (K.LVS.1.5) • Students can identify different facial expressions, body language and signals. (I) (K.LVS.1.1) • Students will recite alphabet song and poetry for patterning (I) (K.LCS.1.4) • Students can recite short poems, rhymes, songs and stories with repeated patterns (I) (K.LVS.1.8) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Recognize and read their first names in a variety of contexts (M) (K.R.1.2) • Clap and count syllables in their first names (M) (K.R.1.2) • Sort pictures and objects to classify by initial consonant sounds (bat and boy, kite and cat) (M), final consonant sounds (I) and identify initial sounds as same and different (bat, boy, car, bike) (M) (K.R.1.1) • Listen to initial consonant sounds (R), final consonant (I) and medial vowel sounds (I) in words to classify as the same (bat and boy, kite and cat) (R) (K.R.1.1), • Listen for and count words in simple sentences presented orally (for example, in interactive writing (R) (K.R.1.1) • Match consonant/vowel sounds to previously introduced letters (C) (K.R.1.2, K.R.2.2) • Identify and produce rhyming words (I) (K.R.1.1) • Substitute phonemes to make new words (I) (K.R.1.1) • Recognize how changing the first letter of a word changes a word (I) (K.R.1.2)
<p>Resources</p>	<p>Assessments</p>
<p>District Required Resources</p> <ul style="list-style-type: none"> • Individual guided reading book room/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • Poetry Tubs • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) • Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) <ul style="list-style-type: none"> • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records • Kindergarten Letter Awareness Checklist • Kindergarten Letter Awareness Letter Sheet • Kindergarten Early Literacy Observations

Unit 1/5 to 2/13	Standards	Focus
Reading and Writing to Communicate and Inform	<p>K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.</p> <p>K.R.1.2 Students can match letters and sounds and use them in decoding and making C-V-C words.</p> <p>K.R.1.3 Students can comprehend and use vocabulary from text read aloud.</p> <p>K.R.2.1 Students can comprehend and respond to text read aloud.</p> <p>K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with automaticity.</p> <p>K.R.2.3 Students can read sight words and high-frequency words with automaticity.</p> <p>K.R.3.1 Students can identify concepts of print in text.</p> <p>K.R.3.2 Students can tell what authors and illustrators do.</p> <p>K.R.3.3 Students can distinguish fiction from nonfiction.</p> <p>K.R.5.1 Students can locate informational text at school.</p> <p>K.R.5.2 Students can alphabetize letters.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</p> <p>K.W.2.1 Students can write a simple sentence using a capital letter and phonetic spelling.</p> <p>K.W.2.2 Students can write the letters that match sounds in words.</p> <p>K.W.2.3 Students can write upper- and lower-case letters.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Track print from left to right and from top to bottom on the printed page (M) (K.R.3.1)</i> • <i>Discriminate between words and letters in context (M) (K.R.3.1)</i> • Have opportunities to relate text (fiction and nonfiction) to personal experience (R) (K.R.2.1) • Listen to text read and reread aloud; use vocabulary from text (nonfiction big books and shared poetry) in oral language (C) (K.R.1.3) (K.R.3.3) (K.LVS.1.5) • Be gradually introduced to The First 25 Instant Words; introduced words will be added to the word wall (Frye List, Reading Teacher’s Book of Lists) (C) (K.R.2.3, K.R.5.1) • Respond to text (fiction and nonfiction) by asking and answering questions in complete sentences (C) (K.R.2.1) (K.LVS.1.6) (K.LVS.1.5) • Identify and differentiate between the upper and lower case letters as introduced (C) (K.R.2.2, K.R.3.1) • Be exposed to what authors, illustrators and photographers do (write words, draw pictures, take pictures) (C) (K.R.3.2) • Point to question marks and exclamation marks (I) (K.R.3.3) • Locate informational text within the classroom (I) (K.R.5.1) • Identify objects in illustrations in terms of location, size, color, and shape (I) (K.R.1.3) • Listen to, respond to, and distinguish between examples of fiction and nonfiction (I) (K.R.3.3) (K.LVS.1.6) • Blend sounds to read c-v-c words. (I) (K.R.1.2) • Identify favorite authors/titles (C) (K.R.3.2)
	<p>K.LVS.1.1 Students can follow simple two-step oral directions.</p> <p>K.LVS.1.2 Students can follow rules of conversation in group situations.</p> <p>K.LVS.1.5 Students can speak in complete sentences to tell about people, places, or things.</p> <p>K.LVS.1.6 Students can contribute to group discussions on a topic.</p> <p>K.LVS.1.7 Students can tell about an experience or story in sequence with or without visual aids.</p> <p>K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.LVS.1.9 Students can identify personal and emergency information.</p>	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write introduced letters upon request (M)</i> • <i>Generate simple oral stories. (M) (K.W.1.1)</i> • <i>Write their first names (M) and last names (R) (K.W.2.3)</i> • Label pictures with words (R), phrases (R), and sentences using capital letters, appropriate spacing and endmarks (R) when appropriate (K.W.2.1, K.W.2.3) • Add details to simple pictures when prompted to do so. (C) (K.W.1.1) • Say words slowly and use known sounds to write words with teacher support (I) (K.W.2.2) • Be exposed to teacher modeling of simple word, phrase and sentence writing using conventional and phonetic spelling. (C) (K.W.2.1, K.W.2.1) • Participate in shared/interactive writing by writing letters, words and endmarks (C) (K.W.2.2) • Write TCS D Kindergarten No Excuse Words as introduced (I) (K.W.2.2)

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Identify different facial expressions, body language and signals. (M) (K.LVS.1.1) • State name of parent or guardian (M), identify 911 (M), identify important phone number (parent, guardian or emergency contact) (R) (K.LVS.1.9) • Students will follow simple two step directions (R) • Follow rules of conversation (R) (K.LVS.1.2) • Students can recite short poems, rhymes, songs and stories with repeated patterns (R) (K.LVS.1.8) • Join in the choral reading of repetitive texts (C) (K.LVS.1.8) • Use complete sentences when prompted (C) (K.LVS.1.5)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Listen for and count words in simple sentences presented orally (for example, in interactive writing (M) (K.R.1.1) • Listen to final consonant (bat and boy, kite and cat) and medial vowel sounds in words to classify as the same (kite, bike) (R) (K.R.1.1) • Sort pictures according to final consonant sounds (R) and medial vowel sound (I) (K.R.1.1) • Match consonant/vowel sounds to <u>previously introduced</u> letters (C) (K.R.1.2, K.R.2.2) • Sort pictures and objects to classify by final consonant sounds (I) and medial vowel sounds (I) • Segment sounds within c-v-c words (I) K.R.1.1 • Recognize and read their first names and last names in a variety of contexts (I) (K.R.1.2) • Clap and count syllables in words (I) (K.R.1.2) • Identify and produce rhyming words (I) (K.R.1.1) • Recognize how changing the first letter of a word changes a word (I) (K.R.1.2) • Sequence consecutive 3- and 4-letter strings (G, F, H; O, N, P, M) (I) (K.R.5.1, K.R.5.2)
<p>Resources</p>	<p>Assessments</p>	
<p>District Required Resources</p> <ul style="list-style-type: none"> • Individual guided reading book room/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • Nonfiction Tubs • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) • Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • TCSO Writing Assessment (Student work accompanied by scored rubric) • DRA2 • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records • TCSO No Excuse Checklist (see TC Literacy Website) • TCSO Chunk Checklist (see TC Literacy Website) • Running Records as Appropriate (will depend on reader) 	

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Students may study more than one author</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Author & Craft Study*</p>	<p>K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.</p> <p>K.R.1.2 Students can match letters and sounds and use them in <u>decoding</u> and making C-V-C words.</p> <p>K.R.1.3 Students can comprehend and use vocabulary from <u>text</u> read aloud.</p> <p>K.R.2.1 Students can comprehend and respond to <u>text</u> read aloud.</p> <p>K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u>.</p> <p>K.R.2.3 Students can read sight words and <u>high-frequency</u> words with <u>automaticity</u>.</p> <p>K.R.3.1 Students can identify <u>concepts of print</u> in text.</p> <p>K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do.</p> <p>K.R.3.3 Students can distinguish <u>fiction</u> from <u>nonfiction</u>.</p> <p>K.R.5.1 Students can locate <u>informational text</u> at school</p> <p>K.R.5.2 Students can alphabetize letters.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</p> <p>K.W.2.1 Students can write a simple sentence using a capital letter and <u>phonetic spelling</u>.</p> <p>K.W.2.2 Students can write the letters that match sounds in words.</p> <p>K.W.2.3 Students can write upper- and lower-case letters.</p> <p>K.LVS.1.1 Students can follow simple two-step oral directions.</p> <p>K.LVS.1.2 Students can follow <u>rules of conversation</u> in group situations.</p> <p>K.LVS.1.3 Students can identify different facial expressions, body language, and signals.</p> <p>K.LVS.1.5 Students can speak in <u>complete sentences</u> to tell about people, places, or things.</p> <p>K.LVS.1.6 Students can contribute to group discussions on a topic.</p> <p>K.LVS.1.7 Students can tell about an <u>experience</u> or story in <u>sequence</u> with or without <u>visual aids</u>.</p> <p>K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.LVS.1.9 Students can identify <u>personal</u> and <u>emergency information</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use picture and story clues to predict what will happen next (R) (K.R.2.1) • Point to question marks and exclamation marks and describe their purpose (R) (K.R.3.3) • Have opportunities to relate text (fiction and nonfiction) to personal experience (C) (K.R.2.1) (K.LVS.1.6) • Listen, respond and distinguish between examples of fiction and nonfiction (C) (K.R.3.3) (K.LVS.1.6) • Listen to repetitive text read and reread aloud; use vocabulary from repetitive text (nonfiction big books and shared poetry) in oral language (C) (K.R.1.3) (K.R.3.3) (K.LVS.1.5) • Be gradually introduced to The First 25 Instant Words; introduced words will be added to the word wall (Frye List, Reading Teacher’s Book of Lists) (C) (K.R.2.3, K.R.5.1) • Respond to text (fiction and nonfiction) by asking and answering questions (C) (K.R.2.1) • Be exposed to what authors, illustrators and photographers do (write words, draw pictures) (C) (K.R.3.2) • Read and discuss multiple works by the same author and illustrator (C) (K.R.3.2) • Infer character mood from facial expressions in illustrations (C) (K.LVS.1.3) • Point to and name characters in familiar simple stories (I) (K.R.2.1) (K.LVS.1.7) • Be exposed to setting in the context of class discussion (I) (K.R.2.1) • Identify and differentiate between the upper and lower case letters as introduced (C) (K.R.3.1) • Identify objects in illustrations in terms of location, size, color, and shape (I) (K.R.1.3) • Blend sounds to read c-v-c words. (C) (K.R.1.2) • Attempt to identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u> (I) (K.R.2.2) • Identify favorite authors/titles (C) (K.R.3.2)
		<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write introduced letters upon request (M)</i> • <i>Write their first names (M) and last names (R) (K.W.2.3)</i> • Label pictures with words (R), phrases (R), and sentences using capital letters, appropriate spacing and endmarks (R) when appropriate (K.W.2.1) • Participate in shared/interactive writing by writing letters, words and endmarks (R) (K.W.2.2) • Say words slowly and use known sounds to write words with teacher support (I) (K.W.2.2) • Add details to simple pictures when prompted to do so. (R) (K.W.1.1) • Be exposed to teacher modeling of simple word, phrase and sentence writing using conventional and phonetic spelling. (C) (K.W.2.1, K.W.2.1) • Write high frequency words (TCS D Kindergarten No Excuse Words) as introduced (I) (K.W.2.2)

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Students will follow simple two step directions (M)</i> • Identify important phone number (parent, guardian or emergency contact) (R) (K.LVS.1.9) • Follow rules of conversation (R) (K.LVS.1.2) • Students can recite short poems, rhymes, songs and stories with repeated patterns (C) (K.LVS.1.8) • Join in the choral reading of repetitive texts (C) (K.LVS.1.8) • Use complete sentences when prompted (C) (K.LVS.1.5) • Retell simple stories and events in sequential order (I) (K.LVS.1.7)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Listen to final consonant (M)</i> and medial vowel sounds (R) in words to classify as the same (bat and boy, kite and cat) (K.R.1.1) • <i>Sort pictures according to final consonant sounds (M)</i> and medial vowel sound (R) (K.R.1.1) • Segment sounds within c-v-c words (R) K.R.1.1 • Recognize and read their first names <u>and last names</u> in a variety of contexts (M) (K.R.1.2) • Clap and count syllables in words (R) (K.R.1.2) • Identify and produce rhyming words (R) (K.R.1.1) • Recognize how changing the first letter of a word changes a word (onset/rime, TCSO Common Chunk List) (R) (K.R.1.2) • Match consonant/vowel sounds to <u>previously introduced</u> letters (R) (K.R.1.2) • Sequence consecutive 3- and 4-letter strings (may reference alphabet chart to do so)(G, F, H; O, N, P, M) (I) (K.R.5., K.R.5.2)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>About the Authors: Writing Workshop with our Youngest Writers</u> (Wood Ray) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) 		<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Drawings Anecdotal Records • Running Records as Appropriate (will depend on reader)

Unit 4/1 to 5/2	Standards	Focus
Time Periods & Culture (Reading) and Revision	<p>K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.</p> <p>K.R.1.2 Students can match letters and sounds and use them in <u>decoding</u> and making C-V-C words.</p> <p>K.R.1.3 Students can comprehend and use vocabulary from <u>text</u> read aloud.</p> <p>K.R.2.1 Students can comprehend and respond to <u>text</u> read aloud.</p> <p>K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u>.</p> <p>K.R.2.3 Students can read sight words and <u>high-frequency</u> words with <u>automaticity</u>.</p> <p>K.R.3.1 Students can identify <u>concepts of print</u> in text.</p> <p>K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do.</p> <p>K.R.3.3 Students can distinguish <u>fiction</u> from <u>nonfiction</u>.</p> <p>K.R.4.1 Students can recognize that literature from various <u>cultures</u> shows differences.</p> <p>K.R.5.1 Students can locate <u>informational text</u> at school.</p> <p>K.R.5.2 Students can alphabetize letters.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</p> <p>K.W.2.1 Students can write a simple sentence using a capital letter and <u>phonetic spelling</u>.</p> <p>K.W.2.2 Students can write the letters that match sounds in words.</p> <p>K.W.2.3 Students can write upper- and lower-case letters.</p> <p>K.LVS.1.2 Students can follow <u>rules of conversation</u> in group situations.</p> <p>K.LVS.1.5 Students can speak in <u>complete sentences</u> to tell about people, places, or things.</p> <p>K.LVS.1.6 Students can contribute to group discussions on a topic.</p> <p>K.LVS.1.7 Students can tell about an <u>experience</u> or story in <u>sequence</u> with or without <u>visual aids</u>.</p> <p>K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.LVS.1.9 Students can identify <u>personal</u> and <u>emergency information</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Differentiate between all upper and lower case letters as introduced (M) (K.R.3.1)</i> • <i>Identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u> (M) (K.R.2.2)</i> • <i>Read The First 25 Instant Words with 80% mastery (M) (K.R.2.3)</i> • Listen, respond and distinguish between examples of fiction and nonfiction (R) (K.R.3.3) (K.LVS.1.6) (K.R.4.1) (K.LVS.1.6) • Have opportunities to relate text (fiction and nonfiction) to personal experience (R) (K.R.2.1) (K.R.4.1) (K.LVS.1.6) • Use picture and story clues to predict what will happen next (R) (K.R.2.1) • Point to question marks and exclamation marks and describe their purpose (R) (K.R.3.3) • Identify objects in illustrations in terms of location, size, color, and shape (R) (K.R.1.3) • Blend sounds to read c-v-c words. (R) (K.R.1.2) • Listen to text read and reread aloud; use vocabulary from text (nonfiction big books and shared poetry) in oral language (C) (K.R.1.3) (K.R.3.3) (K.LVS.1.5) • Respond to multi-cultural text (fiction and nonfiction) by asking and answering questions (C) (K.R.2.1) • Describe what authors, illustrators and photographers do (write words, draw pictures) (C) (K.R.3.2) • Discuss differences between various cultures (I) (K.R.4.1) • Identify favorite authors/titles (C) (K.R.3.2) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write all letters upon request (M) (K.W.2.3)</i> • Add and revise details to simple pictures when prompted to do so. (R) (K.W.1.1) • Be exposed to teacher modeling of simple word, phrase and sentence writing using conventional and phonetic spelling. (R) (K.W.2.1, K.W.2.1) • Say words slowly and use known sounds to write words with teacher support (C) (K.W.2.2) • Write phrases (R), and sentences using capital letters (M), appropriate spacing and endmarks (R) when appropriate (K.W.2.1) • Write their first names (M) and <u>last names</u> (R) (K.W.2.3) • Participate in shared/interactive writing by writing letters, words and endmarks (R) (K.W.2.2) • Write high frequency words (TCS D Kindergarten No Excuse Words) as introduced (R) (K.W.2.2)

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> Follow rules of conversation (C) (K.LVS.1.2) Identify important phone number (parent, guardian or emergency contact) (C) (K.LVS.1.9) Students can recite short poems, rhymes, songs and stories with repeated patterns (C) (K.LVS.1.8) Join in the choral reading of repetitive texts (C) (K.LVS.1.8) Attempt to use complete sentences (C) (K.LVS.1.5) Retell simple stories and events in sequential order (I) (K.LVS.1.7) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> Match consonant/vowel sounds to letters (M) (K.R.1.2) Clap and count syllables in one and two syllable words (M) (K.R.1.2) Recognize the letter that comes before and after (may reference alphabet chart to do so) (M) (K.R.5.2) Sequence consecutive 3- and 4-letter strings (may reference alphabet chart to do so)(M) (G, F, H; O, N, P, M) (C) (K.R.5.2) Listen to medial vowel sounds (C) in words to classify as the same (bat and boy, kite and cat) (K.R.1.1) Sort pictures according to medial vowel sound (C) (K.R.1.1) Segment sounds within c-v-c words (C) K.R.1.1 Identify and produce rhyming words (C) (K.R.1.1) Recognize how changing the first letter of a word changes a word (onset/rime, TCSO Common Chunk List) (C) (K.R.1.2)
<p>Resources</p>	<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> Individual school libraries/book walls <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) <u>Handwriting Without Tears</u> (Olsen) TC Literacy Website TC Literacy Plan Big-books relevant to focus teaching points Culture Text Set Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) <p>Additional Resources</p> <ul style="list-style-type: none"> <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) <u>Phonics They Use</u> (Cunningham) <u>Phonics Lessons</u> (Fontas & Pinnell) <u>Month by Month Phonics</u> (Cunningham & Hall) <u>The Morning Meeting Book</u> (Kriete & Bechtel) 	<ul style="list-style-type: none"> Teacher generated checklists for mastered skills Kindergarten Letter Awareness Checklist Kindergarten Letter Awareness Letter Sheet Kindergarten Early Literacy Observations Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records Running Records as Appropriate (will depend on reader)

Extending Readerly and Writerly Life

Unit 5/6 to 5/22	Standards	Focus
	<p>K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.</p> <p>K.R.1.2 Students can match letters and sounds and use them in <u>decoding</u> and making C-V-C words.</p> <p>K.R.1.3 Students can comprehend and use vocabulary from <u>text</u> read aloud.</p> <p>K.R.2.1 Students can comprehend and respond to <u>text</u> read aloud.</p> <p>K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do.</p> <p>K.R.3.3 Students can distinguish <u>fiction</u> from <u>nonfiction</u>.</p> <p>K.R.5.1 Students can locate <u>informational text</u> at school.</p> <p>K.R.5.2 Students can alphabetize letters.</p> <p>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</p> <p>K.W.2.1 Students can write a simple sentence using a capital letter and <u>phonetic spelling</u>.</p> <p>K.W.2.2 Students can write the letters that match sounds in words.</p> <p>K.LVS.1.2 Students can follow <u>rules of conversation</u> in group situations.</p> <p>K.LVS.1.5 Students can speak in <u>complete sentences</u> to tell about people, places, or things.</p> <p>K.LVS.1.6 Students can contribute to group discussions on a topic.</p> <p>K.LVS.1.7 Students can tell about an <u>experience</u> or story in <u>sequence</u> with or without <u>visual aids</u>.</p> <p>K.LVS.1.8 Students can recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.LVS.1.9 Students can identify <u>personal</u> and <u>emergency information</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Point to question marks and exclamation marks and describe their purpose (M) (K.R.3.3)</i> • <i>Identify all upper-case and lower-case letters and matching sounds with <u>automaticity</u> (M) (K.R.2.2)</i> • <i>Describe what authors, illustrators and photographers do (write words, draw pictures) (M) (K.R.3.2)</i> • <i>Identify objects in illustrations in terms of location, size, color, and shape (M) (K.R.1.3)</i> • <i>Listen, respond and distinguish between examples of fiction and nonfiction (C) (K.R.3.3) (K.LVS.1.6)</i> • <i>Have opportunities to relate text (fiction and nonfiction) to personal experience (C) (K.R.2.1) (K.R.4.1) (K.LVS.1.6)</i> • <i>Blend sounds to read c-v-c words. (C) (K.R.1.2)</i> • <i>Listen to text read and reread aloud; use vocabulary from text (nonfiction big books and shared poetry) in oral language (C) (K.R.1.3) (K.R.3.3) (K.LVS.1.6)</i> • <i>Relate text (fiction and nonfiction) to personal experience (C) (K.R.2.1) (K.R.4.1)</i> • <i>Use picture and story clues to predict what will happen next (C) (K.R.2.1)</i> • <i>Respond to text (fiction and nonfiction) by asking and answering questions (C) (K.R.2.1)</i> • <i>Identify favorite authors/titles (C) (K.R.3.2)</i> • <i>Discuss importance of reading at home and beyond the school year.</i> <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write their first names and <u>last names</u> (M) (K.W.2.3)</i> • <i>Write high frequency words (TCSO Kindergarten No Excuse Words) (M) (K.W.2.2)</i> • <i>Be exposed to teacher modeling of simple word, phrase and sentence writing using conventional and phonetic spelling. (R) (K.W.2.1, K.W.2.1)</i> • <i>Write phrases (R), and sentences using capital letters (C), appropriate spacing and endmarks (C) (K.W.2.1)</i> • <i>Say words slowly and use known sounds to write words with teacher support (C) (K.W.2.2)</i> • <i>Add and revise details to simple pictures when prompted to do so. (C) (K.W.1.1)</i> • <i>Participate in shared/interactive writing by writing letters, words and endmarks (C) (K.W.2.2)</i> • <i>Discuss the importance of writing at home and beyond the school year.</i>

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • <i>Join in the choral reading of repetitive texts (M) (K.LVS.1.8)</i> • <i>Students can recite short poems, rhymes, songs and stories with repeated patterns (M) (K.LVS.1.8)</i> • Follow rules of conversation (C) (K.LVS.1.2) • Identify important phone number (parent, guardian or emergency contact) (C) (K.LVS.1.9) • Attempt to use complete sentences (C) (K.LVS.1.5) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • <i>Sequence consecutive letters in the alphabet (may reference alphabet chart to do so)(M) (G, F, H; O, N, P, M) (C) (K.R.5.1, K.R.5.2)</i> • <i>Recognize how changing the first letter of a word changes a word (onset/rime, TCS D Common Chunk List) (M, 7 TCS D Identified Chunks Only) (K.R.1.2)</i> • Listen to medial vowel sounds (C) in words to classify as the same (bat and boy, kite and cat) (K.R.1.1) • Sort pictures according to medial vowel sound (C) (K.R.1.1) • Segment sounds within c-v-c words (C) K.R.1.1 • Identify and produce rhyming words (C) (K.R.1.1)
<p>Resources</p>	<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • TC Literacy Website • TC Literacy Plan • Big-books relevant to focus teaching points • Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles) <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Comprehension Connections: Bridges to Strategic Reading</u>(McGregor) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCS D No Excuse Checklist (see TC Literacy Website) • TCS D Chunk Checklist (see TC Literacy Website) • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Drawings Anecdotal Records • Running Records as Appropriate (will depend on reader)