St. Peter School   **Quincy, Illinois**

Kindergarten Literacy

Diary map is based on the 2017-2018 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Tech
Aug. – Sept.	**Writing** What are authors and illustrators? How are thoughts and stories expressed on paper? **Reading** How are books read and handled? What do authors do when they write? What do illustrators do when they draw?	**Writing** -Writing words to tell a story -Drawing pictures to tell a story -Drawing details on pictures -Visualization -Alphabet upper and lower cases **Reading** -Concepts of print -Concepts of a book -Site words -Color words -Read left to right -Picture walks	**Writing** -Write sounds heard -Use more than one color to show detail in pictures -Write name on paper -Create a "movie" in the reader's mind -Add details **Reading** Decoding: -Hear, identify, and manipulate individual sounds in words (Phonemic Awareness) -Listen to rhyming elements of words and phrases -Isolate initial and ending phonemes -Segment syllables -Blend syllables -Substitute syllables -Substitute beginning phonemes	**Writing** -Observations -Conferring one to one -Group sharing -Writer's Folder/ Notebook **Reading** -Oral discussion -Group share	**Writing** -Teachers Pay Teachers: Tara West -*Launching the Writing Workshop* by Lucy Calkins -Mentor texts **Reading** -Mentor texts -*Phonemic Awareness* by Michael Heggerty	-Elmo -Laptop
Oct.	**Writing** What is the role of the author? How do I use words and pictures to tell a story? Why does adding details to pictures help me write? **Reading** What is the difference between fiction and non-	**Writing** -Writing words to tell a story -Drawing pictures to tell a story -Drawing details on pictures -Visualization **Reading** -Elements of fiction and non-fiction	**Writing** -Write sounds heard -Use more than one color to show detail in pictures -Create a "movie" in the reader's mind -Add details -Stretch out sounds to write words -Share stories with peers **Reading** -Blend sounds to make words	**Writing** -Observations -Conferring one to one -Group sharing -Writer's Folder/ Notebook **Reading** -Oral discussion -Group share	**Writing** -Teachers Pay Teachers: Tara West -*Launching the Writing Workshop* by Lucy Calkins -Mentor texts **Reading** -Mentor texts -*Phonemic Awareness* by	-Elmo -Laptop

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	fiction? How do readers retell stories in correct sequential order? How do readers use decoding skills to read a word?	Decoding skills -stretching the word -patterns -beginning sounds -pictures -Making connections from book to self	-Introduce features of a non-fiction and fiction text		Michael Heggerty -Leveled readers	
Nov. – Dec.	**Writing** How do you write a sentence? What is a sentence that tells something? What is a sentence that asks a question? **Reading** What is a character in a story? What do characters do? What is the problem in a story? Where does the story take place?	**Writing** -Thoughts that make sense -Spacing -Punctuation: period and question mark -Capitalization at the beginning of a sentence **Reading** -Characterization -Setting -Problem	**Writing** -Write a complete thought having a person/thing do something -Write a sentence beginning with a capital letter -Write a sentence with spaces -Use a period or question mark **Reading** -Identify characters within a story -Identify the setting -Identify the problem	**Writing** -Observations -Conferring one to one -Group sharing -Writer's Folder/ Notebook **Reading** -Oral discussion -Group share -Observation	**Writing** -Teachers Pay Teachers: Tara West -*Launching the Writing Workshop* by Lucy Calkins -Mentor Texts **Reading** -Mentor texts -*Phonemic Awareness* by Michael Heggerty -Leveled readers	-Elmo -Laptop
Jan. – Feb.	**Writing** How does using correct writing skills make the message clear? How does a writer write a complete thought?	**Writing** -Spacing -Punctuation: period question mark, exclamation mark	**Writing** -Write a complete thought having a person/thing do something -Write a sentence beginning with a capital letter -Write a sentence with	**Writing** -Observations -Conferring one to one -Group sharing -Writer's Folder/ Notebook	**Writing** -Teachers Pay Teachers: Tara West -*Launching the Writing Workshop* by Lucy Calkins -Mentor Texts	-Elmo -Laptop

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			spaces -Use a period or question mark -Use spacing between words			
	Reading How do readers decode words using chunks? How do readers activate prior knowledge for words they do not know? How do authors use similar things in their books?	**Reading** -Chunking words -Phonetic rules/skills -Book to self connection -Make connections to real time -Author Study: Jan Brett	**Reading** -Identify word families -Relate elements in real life to a story -Introduce new vocabulary -Identify author	**Reading** -Oral discussion -Group share -Observation	**Reading** -Mentor texts -*Phonemic Awareness* by Michael Heggerty -Leveled readers -Reader's journals -Benchmarks	
March	**Writing** How does the author use personal experiences to write stories?	**Writing** -Spacing -Punctuation: period question mark, exclamation mark -Personal experience stories	**Writing** -Write a complete thought having a person/thing do something -Write a sentence beginning with a capital letter -Write a sentence with spaces -Use a period or question mark -Use spacing between words	**Writing** -Observations -Conferring one to one -Group sharing -Writer's Folder/ Notebook	**Writing** -Teachers Pay Teachers: Tara West -*Launching the Writing Workshop* by Lucy Calkins -Mentor Texts	-Elmo -Laptop
	Reading How do readers decode words using strategies? How do readers activate prior knowledge for words they do not know?	**Reading** -Chunking words -Phonetic rules/skills -Thinking "does it make sense" -Flip vowel sound if necessary -Reread the sentence if necessary	**Reading** -Identify word families -Relate elements in real life to a story -Introduce new vocabulary -Digraphs -Blends -Medial sounds -Silent E	**Reading** -Oral discussion -Group share -Observation	**Reading** -Mentor texts -*Phonemic Awareness* by Michael Heggerty -Leveled readers -Reader's journals	
April – May	**Writing** How does using correct	**Writing** -Spacing	**Writing** -Write a complete thought	**Writing** -Observations	**Writing** -Teachers Pay Teachers:	-Elmo -Laptop

Month	Essential Questions	Content	Skills	Assessment	Resources	Tech
	writing skills make the message clear? How does a writer use personal experience to write an opinion?	-Punctuation: period question mark, exclamation mark -Writing about opinions	having a person/thing do something -Write a sentence beginning with a capital letter -Write a sentence with spaces -Use a period or question mark -Use spacing between words	-Conferring one to one -Group sharing -Writer's Folder/ Notebook	Tara West -*Launching the Writing Workshop* by Lucy Calkins -Mentor Texts	
	Reading How do readers decode words using chunks? How do readers activate prior knowledge for words they do not know?	**Reading** -Chunking words -Phonetic rules/skills -Thinking "does it make sense" -Flip vowel sound if necessary -Reread the sentence if necessary	**Reading** -Identify word families -Relate elements in real life to a story -Introduce new vocabulary	**Reading** -Oral discussion -Group share -Observation	**Reading** -Mentor texts -*Phonemic Awareness* by Michael Heggerty -Leveled readers -Reader's journals -Benchmarks	