



SAMPLE MATERIAL

Reading Calendar

Warfield Elementary, Florida

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Screen and Monitor Progress

This sample calendar for kindergarten shows month-by-month expectations for both reading skills teaching and progress monitoring assessments.

Warfield Elementary School -- Kindergarten Reading Calendar**Aug. 9th – Aug. 18th**

- Procedures and Routines

These grade level expectations will be the focus during Reading Block, Read Alouds and 100 Book Challenge Reading.

Aug. 21st – Sept. 1st (A21)

- Uses titles and illustrations to make oral predictions.
- Understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).
- Understands that print conveys meaning.
- Uses strategies to comprehend text (for example, retelling, discussing, asking questions).
- Knows the main idea or essential message for a read-aloud story or informational piece.
- Asks "how" and "why" questions about a topic.

DIBELS Testing – September 6th – 20th**Subtests**

- Initial Sounds Fluency Grade Level Score – 8
- Letter Naming Fluency Grade Level – 8 letters

Sept. 4th – 15th (E22)

- Selects materials to read for pleasure.
- Supports oral and written responses with details from the informative text.
- Knows a variety of familiar literary genres (for example, fiction, nonfiction, picture books, fairy tales, legends).
- Uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing).

- Knows rhymes, rhythms, and patterned structures in children's text (for example, repetitive text, pattern books, nursery rhymes).

Sept. 18th – 29th (E12 & E21)

- Literacy 1st Assessment
PAST (Phonological Awareness Skills Test) Assessment
- Develops vocabulary by discussing characters and events from a story.
- Uses strategies to comprehend text (for example, retelling, discussing, asking questions).
- Knows the main idea or essential message from a read-aloud story or informational piece.
- Knows the sequence of events, characters, and setting for stories (for example, read-aloud stories).
- Relates characters and simple events in a read-aloud book to own life.

Oct. 2nd – 12th (A25)**PAST Due to Jeanne – October 4, 2006**

- Uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).
- Supports oral and written responses with details from the informative text.
- Understands that illustrations reinforce the information in a text.
- Knows alphabetical order of letters.
- Uses pictures, environmental print (for example, signs, billboards), and people to obtain information.
- Asks "how" and "why" questions about a topic.

Oct. 16th – 26th (A12)

- Understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).

- Knows the names of the letters of the alphabet, both upper and lower case.
- Knows the sounds of the letters of the alphabet.
- Understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.
- Understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).
- Understands that print conveys meaning.
- Identifies frequently used words.
- Identifies words that name persons, places, or things and words that name actions.
- Identifies and sorts common words from within basic categories (for example, colors, shapes, foods).
- Uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).
- Develops vocabulary by discussing characters and events from a story.
- Uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing).

Oct. 30th -- Nov. 10th (A13)

- Develops vocabulary by discussing characters and events from a story.
- Knows the sequence of events, characters, and setting of stories (for example, read-aloud stories).
- Relates characters and simple events in a read-aloud book to own life.

Nov. 13th – Dec. 1st (A11)

- Uses titles and illustrations to make oral predictions

Dec. 4th – 15th (A24)**PAST and Phonics Survey Due to Jeanne – December 8, 2006**

- Understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).
- Understands that print conveys meaning.
- Uses strategies to comprehend text (for example, retelling, discussing, asking questions).
- Knows the main idea or essential message for a read-aloud story or informational piece.
- Asks "how" and "why" questions about a topic.

Jan. 2nd – 12th (A11)

- A11 – The student predicts what a passage is about based on its title and illustrations – Review skill as needed throughout week

DIBELS Testing – January 8th – 26th**Subtests**

- Initial Sounds Fluency Grade Level Score – 25
- Letter Naming Fluency Grade Level – 27 letters
- Phoneme Segmentation Grade Level – 18 sounds
- Nonsense Word Fluency Grade Level – 13 sounds

Jan. 16th – 25th (A12)

- A12 – The student identifies words and constructs meaning from text, illustrations, graphics, and charts using strategies of phonics, word structure, and context clues. -- Review skill as needed throughout week

Jan. 29th -- Feb. 9th (A13)

- A13 – The student uses knowledge of appropriate grade-, age-, and developmental level vocabulary in reading. -- Review skill as needed throughout week

Feb. 12th – 23rd (A21)

- A21 – The student determines main idea or essential message from text and identifies supporting information. -- Review skill as needed throughout week

Feb. 26th -- March 9th (A24)

- A24 – The student know strategies to use to discuss whether information presented in a text is true, including asking others and checking another source. -- Review skill as needed throughout week

PAST and Phonics Survey Due to Jeanne – March 7, 2007**March 12th -- 23rd (A25)**

- A25 – The student uses simple materials of the reference system to obtain information. -- Review skill as needed throughout week

March 26th -- April 13th (E12)

- E12 – The student identifies the story elements of setting, plot, character, problem, and solution/resolution. -- Review skill as needed throughout week

April 16th – 27th (E21)

- E21 – The student uses personal perspective in responding to a work of literature such as relating characters and simple events in a story or biography to people or events in his/her own life. -- Review skill as needed throughout week

April 30th – May 11th (E22)

- E22 – The student recognizes rhymes, rhythm, and patterned structures in children's text -- Review skill as needed throughout week

DIBELS Testing – April 23rd – May 11th

- Letter Naming Fluency Grade Level – 40 letters

- Phoneme Segmentation Fluency Grade Level – 35 sounds
- Nonsense Word Fluency Grade Level – 25 sounds

May 14th – 25th

- Review, reinforce, and enhance skills as needed

PAST, Phonics Survey and Bear (1st 8 words) Due to Jeanne – May 18, 2007