

# CURRICULUM MAP

**Subject:** ELA/Writing **Grade:** K **Quarter:** 1<sup>st</sup> Quarter **Teacher(s):** Kindergarten Teachers

Month <u>August - October</u>	WEEK 1 <b>Unit Theme:</b> Students will engage in conversations to describe, follow and understand topics.	WEEK 2 <b>Unit Theme:</b> Identify, print and sound out letter Aa. Students will engage in conversations to describe, follow and understand topics.	WEEK 3 <b>Unit Theme:</b> Identify, print and sound out letter Bb. Students will engage in conversations to describe, follow and understand topics.
<b>Concept (CCSS Standards)</b>	<p><b>K.RL.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>K.RI.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>K.RF.1a-d</b> Demonstrate understanding of the organization and basic features of print: a) Follow words from left to right, top to bottom, and page by page; are separated by spaces in print; d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>K.SL.1a-b</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); b) Continue a conversation through multiple exchanges.</p> <p><b>K.L.1a</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Print many upper- and lowercase letters.</p>	<p><b>K.RL.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>K.RI.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>K.RF.1a-d</b> Demonstrate understanding of the organization and basic features of print: a) Follow words from left to right, top to bottom, and page by page; are separated by spaces in print; d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>K.SL.1a-b</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); b) Continue a conversation through multiple exchanges.</p> <p><b>K.L.1a</b> Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p><b>K.RL.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>K.RI.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>K.RF.1a-d</b> Demonstrate understanding of the organization and basic features of print: a) Follow words from left to right, top to bottom, and page by page; are separated by spaces in print; d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>K.SL.1a-b</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); b) Continue a conversation through multiple exchanges.</p> <p><b>K.L.1a</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Print many upper- and lowercase letters.</p>

		speaking: Print many upper- and lowercase letters.	
<b>Activity /</b>	<p><b>Essential Question:</b> How are ideas expressed orally and organized into print?</p> <p><u>Concepts of Print</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Handle book appropriately K.RF.1 - Front to back, top to bottom, left to right</li> <li>2. Identify key parts of a book K.RF.1 - Front/back covers, print, illustrations, etc.</li> </ol>	<p><b>Essential Question:</b> How are ideas expressed orally and organized into print?</p> <p>Complete interactive journal Letter Aa.</p> <p><u>Phonics and Word Recognition</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify letters K.RF.1 - Identify letter Aa.</li> <li>2. Matches letters and sounds K.RF.3</li> </ol>	<p><b>Essential Question:</b> How are ideas expressed orally and organized into print?</p> <p>Complete interactive journal Letter Bb.</p> <p><u>Vocabulary</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Determine Meaning of Unknown Words &amp; Phrases K.L.4 - Use a range of strategies to unlock meaning based on kindergarten reading and content</li> <li>2. Ask and answer questions about unknown words K.L.6 - Acquires words and phrases through conversations and reading</li> <li>3. Organize words by category K.L.5 - Sorts common objects into categories (i.e. foods, shapes)</li> </ol>
<b>*Formative Assessment</b>	**Observations, Performance Assessment, Product	**Observations, Performance Assessment, Product	**Observations, Performance Assessment
<b>Resources/ Materials</b>	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	crayons, pictures, paper, worksheets, glue scissors, projector, computer

<b>Homework</b>	<b>Students will:</b> - complete independent worksheets.	<b>Students will:</b> - complete letter worksheets Aa	<b>Students will:</b> - complete letter worksheets Bb
<b>ESLRs</b>	UPIES	UPIES	UPIES

# CURRICULUM MAP

**Subject:** ELA/Writing **Grade:** K **Quarter:** 1<sup>st</sup>Quarter **Teacher(s):** Kindergarten Teachers

Month <u>August - October</u>	<b>WEEK 4</b> <b>Unit Theme:</b> Identify, print and sound out letter Cc.  Students will make the connection among drawing, writing, and reading and the use of grammar skills.	<b>WEEK 5</b> <b>Unit Theme:</b> Identify, print and sound out letter Dd.  Students will make the connection among drawing, writing, and reading and the use of grammar skills.	<b>WEEK 6</b> <b>Unit Theme:</b> Identify, print and sound out letter Ee.  Students will make the connection among drawing, writing, and reading and the use of grammar skills.
<b>Concept (CCSS Standards)</b>	<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text. K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.L.1b-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: b) Use frequently occurring nouns and verbs; c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes); d) use question words (interrogatives) (e.g., who, what, where, when, why, how); e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); f) Produce and expand complete sentences in shared language activities.</p>	<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text. K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.L.1b-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: b) Use frequently occurring nouns and verbs; c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes); d) use question words (interrogatives) (e.g., who, what, where, when, why, how); e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by,</p>	<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text. K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.L.1b-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: b) Use frequently occurring nouns and verbs; c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes); d) use question words (interrogatives) (e.g., who, what, where, when, why, how); e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); f) Produce and expand complete sentences in shared</p>

		with); f) Produce and expand complete sentences in shared language activities.	language activities.
<p><b>Activity /</b></p> <p><b>Essential Question(s):</b> How do we understand text through clarifying questions and answers?</p> <p>Complete interactive journal Letter Cc.</p> <p><u>Informational Text</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Uses text features to obtain information K.RI.5 - Identify the front/back covers, title page</li> <li>2. Tells what is learned from informational text K.RI.2 identify the main topic of a text</li> </ol> <p><b>*Formative Assessment</b></p>	<p><b>Essential Question(s):</b> How do we understand text through clarifying questions and answers?</p> <p>Complete interactive journal Letter Cc.</p> <p><u>Informational Text</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Uses text features to obtain information K.RI.5 - Identify the front/back covers, title page</li> <li>2. Tells what is learned from informational text K.RI.2 identify the main topic of a text</li> </ol> <p>**Observations, Performance Assessment, Product</p>	<p><b>Essential Question(s):</b> How do we understand text through clarifying questions and answers?</p> <p>Complete interactive journal Letter Dd.</p> <p><u>Reading Behaviors</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Participate in discussions K.RL.10, K.RI.10 - Participates in group reading activities where key ideas and details are discussed - Engages in group reading activities with informational text where key ideas, details and craft are discussed</li> </ol> <p>**Observations, Performance Assessment, Product</p>	<p><b>Essential Question(s):</b> How do we understand text through clarifying questions and answers?</p> <p>Complete interactive journal Letter Ee.</p> <p><u>Speaking and Listening</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Orally shares information and experiences K.SL.2, K.SL.4 - Identifies key ideas from text or other media - Asks and answers questions about text - Identifies familiar people, places, things, events, etc. - Determines relevant details about people, places, etc.</li> <li>2. Follows simple verbal instructions K.SL.1</li> <li>3. Listens and takes turns when speaking to others K.SL.1 - Follows agreed-upon rules for discussion</li> <li>4. Speaks audibly and expresses thoughts, feelings and ideas K.SL.6</li> </ol> <p>-Identifies different voice volumes used in different situations</p> <p>**Observations, Performance Assessment</p>

<b>Resources/ Materials</b>	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	crayons, pictures, paper, worksheets, glue scissors, projector, computer
<b>Homework</b>	<b>Students will:</b> - complete worksheets letter Cc.	<b>Students will:</b> - Complete worksheets letter Dd.	<b>Students will:</b> - Complete worksheets letter Ee.
<b>ESLRs</b>	UPIES	UPIES	UPIES

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Month <u>August - October</u>	<b>WEEK 7</b>  <b>Unit Theme:</b> Identify, print and sound out letter Ff  Students will demonstrate understanding text.	<b>WEEK 8</b>  <b>Unit Theme:</b> Identify, print and sound out letter Gg  Students will demonstrate understanding text.	<b>WEEK 9</b>  <b>Unit Theme:</b> Identify, print and sound out letter Aa-Gg  Students will demonstrate understanding text.
<b>Concept (CCSS Standards)</b>	K.RF.1b-d Demonstrate understanding of the organization and basic features of print: b) Recognize that spoken words are represented in written language by specific sequences of letters; c) Understand that words are separated by spaces in print; d) Recognize and name all upper- and lowercase letters of the alphabet.	K.RF.1b-d Demonstrate understanding of the organization and basic features of print: b) Recognize that spoken words are represented in written language by specific sequences of letters; c) Understand that words are separated by spaces in print; d) Recognize and name all upper- and lowercase letters of the alphabet.	K.RF.1b-d Demonstrate understanding of the organization and basic features of print: b) Recognize that spoken words are represented in written language by specific sequences of letters; c) Understand that words are separated by spaces in print; d) Recognize and name all upper- and lowercase letters of the alphabet.
<b>Activity /</b>	<p><b>Essential Question(s):</b> Why are letters organized in different ways?</p> <p>Complete interactive journal Letter Ff.</p> <p><u>Writing</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>Use pictures or words to create a storyline with characters K.W.3, K.W.5               <ul style="list-style-type: none"> <li>- Chooses a story to write about, sequences events, and expresses thoughts about the event</li> <li>- With help from an adult, strengthens writing as needed (add punctuation, capitals, etc.)</li> </ul> </li> </ol>	<p><b>Essential Question(s):</b> Why are letters organized in different ways?</p> <p>Complete interactive journal Letter Gg.</p> <p><u>Writing Conventions</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>Print first name legibly K.L.1, K.L.2               <ul style="list-style-type: none"> <li>- Writes letters correctly, uses a capital at the beginning</li> </ul> </li> </ol>	<p><b>Essential Question(s):</b> Why are letters organized in different ways?</p> <p><u>Writing Conventions</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>Print first name legibly K.L.1, K.L.2               <ul style="list-style-type: none"> <li>- Writes letters correctly, uses a capital at the beginning</li> </ul> </li> </ol>
<b>*Formative Assessment</b>	**Observations, Performance Assessment	**Observations, Performance Assessment	**Observations, Performance Assessment

<b>Resources/ Materials</b>	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	crayons, pictures, paper, worksheets, glue scissors, projector, computer
<b>Homework</b>	<b>Students will:</b> - complete worksheets letter Ff.	<b>Students will:</b> - complete worksheets letter Gg.	<b>Students will:</b> - complete worksheets letters Aa-Gg.
<b>ESLRs</b>	UPIES	UPIES	UPIES