

CURRICULUM MAP

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

Month <u>August - October</u>	WEEK 1 Unit Theme: Students will engage in conversations to describe, follow and understand topics.	WEEK 2 Unit Theme: Identify, print and sound out letter Aa. Students will engage in conversations to describe, follow and understand topics.	WEEK 3 Unit Theme: Identify, print and sound out letter Bb. Students will engage in conversations to describe, follow and understand topics.
Concept (CCSS Standards)	<p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.6 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>K.RF.1a-d 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>K.SL.1a-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>K.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Print many upper- and lowercase letters.</p>	<p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.6 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>K.RF.1a-d 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>K.SL.1a-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>K.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.6 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>K.RF.1a-d 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>K.SL.1a-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>K.L.1a 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.	
Activity /	<p>Essential Question: How are ideas expressed orally and organized into print?</p> <p><u>Concepts of Print</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Handle book appropriately K.RF.1 - Front to back, top to bottom, left to right 2. Identify key parts of a book K.RF.1 - Front/back covers, print, illustrations, etc. 	<p>Essential Question: 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>Students will:</p> <ol style="list-style-type: none"> 1. Identify letters K.RF.1 - Identify letter Aa. 2. Matches letters and sounds K.RF.3 	<p>Essential Question: How are ideas expressed orally and organized into print?</p> <p>Complete interactive journal Letter Bb.</p> <p><u>Vocabulary</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Determine Meaning of Unknown Words & Phrases K.L.4 - Use a range of strategies to unlock meaning based on kindergarten reading and content 2. Ask and answer questions about unknown words K.L.6 - Acquires words and phrases through conversations and reading 3. Organize words by category K.L.5 - Sorts common objects into categories (i.e. foods, shapes)
*Formative Assessment	**Observations, Performance Assessment, Product	**Observations, Performance Assessment, Product	**Observations, Performance Assessment
Resources/ Materials	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

Homework	Students will: - complete independent worksheets.	Students will: - complete letter worksheets Aa	Students will: - complete letter worksheets Bb
ESLRs	UPIES	UPIES	UPIES

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

Month <u>August - October</u>	WEEK 4 Unit Theme: Identify, print and sound out letter Cc. Students will make the connection among drawing, writing, and reading and the use of grammar skills.	WEEK 5 Unit Theme: Identify, print and sound out letter Dd. Students will make the connection among drawing, writing, and reading and the use of grammar skills.	WEEK 6 Unit Theme: Identify, print and sound out letter Ee. Students will make the connection among drawing, writing, and reading and the use of grammar skills.
Concept (CCSS Standards)	<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>

Resources/ Materials	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
Homework	Students will: - complete worksheets letter Cc.	Students will: - Complete worksheets letter Dd.	Students will: - Complete worksheets letter Ee.
ESLRs	UPIES	UPIES	UPIES

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

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

Resources/ Materials	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
Homework	Students will: - complete worksheets letter Ff.	Students will: - complete worksheets letter Gg.	Students will: - complete worksheets letters Aa-Gg.
ESLRs	UPIES	UPIES	UPIES