

# CURRICULUM MAP

**Subject:** ELA/Writing **Grade:** K **Quarter:** 2nd-Quarter **Teacher(s):** Kindergarten Teachers

Month <u>October - January</u>	<b>WEEK 1</b> <b>Unit Theme:</b> Identify, print and sound out letter Ag-Gg.  Students will demonstrate understanding text.	<b>WEEK 2</b> <b>Unit Theme:</b> Identify, print and sound out letter Hh.  Students will demonstrate understanding text.	<b>WEEK 3</b> <b>Unit Theme:</b> Identify, print and sound out letter Ii.  Students will demonstrate understanding text.
<b>Concept (CCSS Standards)</b>	<p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text.</p> <p>K.RL.6 With prompting and support, name the author and illustrator and define the role of each in telling the story.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</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</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</p>	<p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text.</p> <p>K.RL.6 With prompting and support, name the author and illustrator and define the role of each in telling the story.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</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</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media</p>	<p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text.</p> <p>K.RL.6 With prompting and support, name the author and illustrator and define the role of each in telling the story.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</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</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by</p>

	<p>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.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>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.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>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.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><b>Activity /</b></p> <p><b>*Formative Assessment</b></p>	<p><b>Essential Question(s):</b> How do we demonstrate comprehension of text?</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 <ul style="list-style-type: none"> <li>- Front to back, top to bottom, left to right</li> </ul> </li> <li>2. Identify key parts of a book K.RF.1</li> <li>3. Front/back covers, print, illustrations, etc. <ul style="list-style-type: none"> <li>- Follows words from left to right, top to bottom, etc.</li> </ul> </li> <li>4. Recognize that words are represented by letters - Understands that words are separated by spaces</li> </ol> <p>**Observations, Performance Assessment, Product</p>	<p><b>Essential Question(s):</b> How do we demonstrate comprehension of text?</p> <p>Complete interactive journal Letter Hh.</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 <ul style="list-style-type: none"> <li>- Identifies Letters Aa-Hh</li> </ul> </li> <li>2. Matches letters and sounds K.RF.3 Produce primary sounds for each consonant</li> </ol> <p>Reads appropriate grade level HFW K.RF.3</p> <p>**Observations, Performance Assessment, Product</p>	<p><b>Essential Question(s):</b> How do we demonstrate comprehension of text?</p> <p>Complete interactive journal Letter Ii.</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</li> <li>2. Identify new meanings for familiar words Asks and answers questions about unknown words K.L.6 <ul style="list-style-type: none"> <li>a. Acquires words and phrases through conversations and reading</li> </ul> </li> <li>3. Organize words by category K.L.5 <ul style="list-style-type: none"> <li>a. Sorts common objects into categories (i.e. foods, shapes) - Identifies real-life connections between words</li> </ul> </li> </ol> <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 letters Aa-Gg.	<b>Students will:</b> - complete worksheets letter Hh.	<b>Students will:</b> - complete worksheets letter li.
<b>ESLRs</b>	UPIES	UPIES	UPIES

# CURRICULUM MAP

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

Month <u>October - January</u>	<b>WEEK 4</b>  <b>Unit Theme:</b> Identify, print and sound out letter Jj.  Students will be able to demonstrate alphabetic principle skills.	<b>WEEK 5</b>  <b>Unit Theme:</b> Identify, print and sound out letter Kk.  Students will be able to demonstrate alphabetic principle skills.	<b>WEEK 6</b>  <b>Unit Theme:</b> Identify, print and sound out letter Ll.  Students will be able to demonstrate alphabetic principle skills.
<b>Concept (CCSS Standards)</b>	K.RF.2a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes): a) Recognize and produce rhyming words; b) Count, pronounce, blend, and segment syllables in spoken words; c) Blend and segment onsets and rimes of single-syllable spoken words; d) Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.); e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.RF.2a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes): a) Recognize and produce rhyming words; b) Count, pronounce, blend, and segment syllables in spoken words; c) Blend and segment onsets and rimes of single-syllable spoken words; d) Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.); e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.RF.2a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes): a) Recognize and produce rhyming words; b) Count, pronounce, blend, and segment syllables in spoken words; c) Blend and segment onsets and rimes of single-syllable spoken words; d) Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.); e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>Activity / *Formative Assessment</b>	<p><b>Essential Question(s):</b> What are the sounds or syllables of spoken words?</p> <p>Complete interactive journal Letter Jj.</p> <p><u>Literary Text</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Retell a story K.RL.2, K.RL.3 - Identifies key details, events characters, etc. w/help</li> <li>2. Ask and answer questions about key details in literary text K.RL.1, K.RL.6</li> </ol>	<p><b>Essential Question(s):</b> What are the sounds or syllables of spoken words?</p> <p>Complete interactive journal Letter Kk.</p> <p><u>Informational Text</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Use text features to obtain information K.RI.5 - Identifies the front/back covers, title page</li> <li>2. Tell what is learned from informational text K.RI.2</li> </ol>	<p><b>Essential Question(s):</b> What are the sounds or syllables of spoken words?</p> <p>Complete interactive journal Letter Ll.</p> <p><u>Reading Behaviors</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Read during independent reading time - Is engaged during reading center time Participates in discussions K.RL.10, K.RI.10 - Participate in group reading activities</li> </ol>

	<p>3. Identify details and asks questions  - With help, talks about author/illustrator's roles</p> <p>**Observations, Performance Assessment, Product</p>	<p>- Identifies the main topic of a text  - Identifies and retells key details of a text</p> <p>3. Ask and answer questions about key details  K.RI.1, K.RI.3, K.RI.6  - Identifies key details and asks questions about text  - Identifies key details about individuals and events in the text  - With help, talks about author/illustrator's roles</p> <p>**Observations, Performance Assessment, Product</p>	<p>where key ideas and details are discussed  - Engages in group reading activities with informational text where key ideas, details and craft are discussed  - Participates in group reading activities and integrates knowledge and ideas  - Demonstrates an understanding of the purpose of the text (literary and informational)</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 Jj.	<b>Students will:</b> - complete worksheets letter Kk.	<b>Students will:</b> - complete worksheets letter Ll.
<b>ESLRs</b>	UPIES	UPIES	UPIES

# CURRICULUM MAP

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

Month <u>October - January</u>	<b>WEEK 7</b> <b>Unit Theme:</b> Identify, print and sound out letter Mm.  Students will organize spoken words in different ways.	<b>WEEK 8</b> <b>Unit Theme:</b> Identify, print and sound out letter Nn.  Students will organize spoken words in different ways.	<b>WEEK 9</b> <b>Unit Theme:</b> Identify, print and sound out letters Aa-Nn  Students will organize spoken words in different ways.
<b>Concept (CCSS Standards)</b>	<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic.</p>	<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic.</p>	<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic.</p>
<b>Activity /  *Formative Assessment</b>	<p><b>Essential Question(s):</b> How do words help communicate ideas?</p> <p>- complete worksheets letter Mm.</p> <p><u>Speaking and Listening</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Orally share information and experiences K.SL.2, K.SL.4               <ul style="list-style-type: none"> <li>- Identifies key ideas from text or other media</li> <li>- Asks and answers questions about text</li> <li>- Identifies familiar people, places, things, events, etc.</li> <li>- Determines relevant details about people, places, etc.</li> </ul> </li> </ol>	<p><b>Essential Question(s):</b> How do words help communicate ideas?</p> <p>- complete worksheets letter Nn.</p> <p><u>Writing</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Use pictures or words to create a storyline with characters K.W.3, K.W.5               <ol style="list-style-type: none"> <li>a. Chooses a story to write about,</li> </ol> </li> </ol>	<p><b>Essential Question(s):</b> How do words help communicate ideas?</p> <p><u>Writing Conventions</u></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Print first name legibly K.L.1, K.L2               <ul style="list-style-type: none"> <li>- Writes letters correctly, uses a capital at the beginning</li> </ul> </li> <li>2. Spell simple words phonetically in written work K.L.2</li> </ol>

	<p>2. Follow simple verbal instructions K.SL.1 Listen and take turns when speaking to others K.SL.1</p> <p>a. Follows agreed-upon rules for discussions - Carries on a conversation</p> <p>3. Speak audibly and express thoughts, feelings and ideas K.SL.1, K.SL.6</p> <p>a. Identifies different voice volumes used in different situations - Carries on a conversation</p> <p>**Observations, Performance Assessment, Product</p>	<p>sequences events, and expresses thoughts about the event - With help from an adult, strengthens writing as needed (add punctuation, capitals, etc.)</p> <p>2. Compose opinion pieces K.W.1, K.W.5, K.W.7 - Identifies a topic to write about, recognizes an opinion and formulates an opinion (i.e. "My favorite book is ...") - Research a topic and share an opinion (i.e. a variety of books by a favorite author)</p> <p>-With help from an adult, strengthens writing as needed (add punctuation, capitals, etc.)</p> <p>**Observations, Performance Assessment, Product</p>	<p>- Uses letter-sound knowledge to spell simple words</p> <p>a. Writes letters for most consonant &amp; short-vowel sounds</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 Mm.	<b>Students will:</b> -complete worksheets letter Nn.	<b>Students will:</b> -complete worksheets letters Aa-Nn.
<b>ESLRs</b>	UPIES	UPIES	UPIES