

CURRICULUM MAP

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

Month <u>October - January</u>	WEEK 1 Unit Theme: Identify, print and sound out letter Ag-Gg. Students will demonstrate understanding text.	WEEK 2 Unit Theme: Identify, print and sound out letter Hh. Students will demonstrate understanding text.	WEEK 3 Unit Theme: Identify, print and sound out letter Ii. Students will demonstrate understanding text.
Concept (CCSS Standards)	<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>K.RL.6 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>K.RL.6 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>K.RL.6 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>Activity /</p> <p>*Formative Assessment</p>	<p>Essential Question(s): How do we demonstrate comprehension of text?</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 <ul style="list-style-type: none"> - Front to back, top to bottom, left to right 2. Identify key parts of a book K.RF.1 3. Front/back covers, print, illustrations, etc. <ul style="list-style-type: none"> - Follows words from left to right, top to bottom, etc. 4. Recognize that words are represented by letters - Understands that words are separated by spaces <p>**Observations, Performance Assessment, Product</p>	<p>Essential Question(s): How do we demonstrate comprehension of text?</p> <p>Complete interactive journal Letter Hh.</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 <ul style="list-style-type: none"> - Identifies Letters Aa-Hh 2. Matches letters and sounds K.RF.3 Produce primary sounds for each consonant <p>Reads appropriate grade level HFW K.RF.3</p> <p>**Observations, Performance Assessment, Product</p>	<p>Essential Question(s): How do we demonstrate comprehension of text?</p> <p>Complete interactive journal Letter Ii.</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 2. Identify new meanings for familiar words Asks and answers questions about unknown words K.L.6 <ul style="list-style-type: none"> a. Acquires words and phrases through conversations and reading 3. Organize words by category K.L.5 <ul style="list-style-type: none"> a. Sorts common objects into categories (i.e. foods, shapes) - Identifies real-life connections between words <p>**Observations, Performance Assessment</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 letters Aa-Gg.	Students will: - complete worksheets letter Hh.	Students will: - complete worksheets letter li.
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

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

Month <u>October - January</u>	WEEK 4 Unit Theme: Identify, print and sound out letter Jj. Students will be able to demonstrate alphabetic principle skills.	WEEK 5 Unit Theme: Identify, print and sound out letter Kk. Students will be able to demonstrate alphabetic principle skills.	WEEK 6 Unit Theme: Identify, print and sound out letter Ll. Students will be able to demonstrate alphabetic principle skills.
Concept (CCSS Standards)	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.
Activity / *Formative Assessment	Essential Question(s): What are the sounds or syllables of spoken words? Complete interactive journal Letter Jj. <u>Literary Text</u> Students will: 1. Retell a story K.RL.2, K.RL.3 - Identifies key details, events characters, etc. w/help 2. Ask and answer questions about key details in literary text K.RL.1, K.RL.6	Essential Question(s): What are the sounds or syllables of spoken words? Complete interactive journal Letter Kk. <u>Informational Text</u> Students will: 1. Use text features to obtain information K.RI.5 - Identifies the front/back covers, title page 2. Tell what is learned from informational text K.RI.2	Essential Question(s): What are the sounds or syllables of spoken words? Complete interactive journal Letter Ll. <u>Reading Behaviors</u> Students will: 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

	<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>
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 Jj.	Students will: - complete worksheets letter Kk.	Students will: - complete worksheets letter Ll.
ESLRs	UPIES	UPIES	UPIES

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

Month <u>October - January</u>	WEEK 7 Unit Theme: Identify, print and sound out letter Mm. Students will organize spoken words in different ways.	WEEK 8 Unit Theme: Identify, print and sound out letter Nn. Students will organize spoken words in different ways.	WEEK 9 Unit Theme: Identify, print and sound out letters Aa-Nn Students will organize spoken words in different ways.
Concept (CCSS Standards)	<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>
Activity / *Formative Assessment	<p>Essential Question(s): How do words help communicate ideas?</p> <p>- complete worksheets letter Mm.</p> <p><u>Speaking and Listening</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Orally share information and experiences K.SL.2, K.SL.4 <ul style="list-style-type: none"> - 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. 	<p>Essential Question(s): How do words help communicate ideas?</p> <p>- complete worksheets letter Nn.</p> <p><u>Writing</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Use pictures or words to create a storyline with characters K.W.3, K.W.5 <ol style="list-style-type: none"> a. Chooses a story to write about, 	<p>Essential Question(s): How do words help communicate ideas?</p> <p><u>Writing Conventions</u></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Print first name legibly K.L.1, K.L2 <ul style="list-style-type: none"> - Writes letters correctly, uses a capital at the beginning 2. Spell simple words phonetically in written work K.L.2

	<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 & short-vowel sounds</p> <p>**Observations, Performance Assessment</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 Mm.	Students will: -complete worksheets letter Nn.	Students will: -complete worksheets letters Aa-Nn.
ESLRs	UPIES	UPIES	UPIES