

CURRICULUM MAP

Subject: ELA/Writing **Grade:** K **Quarter:** 3rd-Quarter **Teacher(s):** Kindergarten Teachers

Month <u>January - March</u>	WEEK 1 Unit Theme	WEEK 2 Unit Theme	WEEK 3 Unit Theme
	Identify, print and sound out letters Aa to Nn. Students will use letters/sounds and short vowels to read sight/high- frequency and rhyming words.	Identify, print and sound out letter Oo Students will use letters/sounds and short vowels to read sight/high- frequency and rhyming words.	Identify, print and sound out letter Pp Students will use letters/sounds and short vowels to read sight/high- frequency and rhyming words.
Concept (CCSS Standards)	<p><i>K.RF.1d: Demonstrate understanding of the organization and basic features of print: Recognize and name all upper- and lowercase letters of the alphabet.</i></p> <p><i>K.RF.2a: Demonstrate understanding of spoken words, syllables, and sounds (phonemes): Recognize and produce rhyming words.</i></p> <p><i>K.RF.3a-c: Know and apply grade-level phonics and word analysis skills in decoding words: a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant; b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels; c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</i></p> <p><i>K.L.1c and e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes); e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i></p>	<p><i>K.RF.1d: Demonstrate understanding of the organization and basic features of print: Recognize and name all upper- and lowercase letters of the alphabet.</i></p> <p><i>K.RF.2a: Demonstrate understanding of spoken words, syllables, and sounds (phonemes): Recognize and produce rhyming words.</i></p> <p><i>K.RF.3a-c: Know and apply grade-level phonics and word analysis skills in decoding words: a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant; b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels; c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</i></p> <p><i>K.L.1c and e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes); e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i></p>	<p><i>K.RF.1d: Demonstrate understanding of the organization and basic features of print: Recognize and name all upper- and lowercase letters of the alphabet.</i></p> <p><i>K.RF.2a: Demonstrate understanding of spoken words, syllables, and sounds (phonemes): Recognize and produce rhyming words.</i></p> <p><i>K.RF.3a-c: Know and apply grade-level phonics and word analysis skills in decoding words: a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant; b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels; c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</i></p> <p><i>K.L.1c and e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes); e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i></p>

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

Month	WEEK 4	WEEK 5	WEEK 6
<u>January - March</u>	Unit Theme Identify, print and sound out letter Qq	Unit Theme Identify, print and sound out letter Rr	Unit Theme Identify, print and sound out letter Ss
	Students will be able to describe relationships in detail by comparing and contrasting a text.	Students will be able to describe relationships in detail by comparing and contrasting a text.	Students will be able to describe relationships in detail by comparing and contrasting a text.

<p>Concept (CCSS Standards)</p>	<p><i>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</i></p> <p><i>K.RL.4 Ask and answer questions about unknown words in a text. K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</i></p> <p><i>K.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.</i></p> <p><i>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></p> <p><i>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 some information about the topic.</i></p> <p><i>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.</i></p> <p><i>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p><i>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</i></p> <p><i>K.RL.4 Ask and answer questions about unknown words in a text. K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</i></p> <p><i>K.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.</i></p> <p><i>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></p> <p><i>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 some information about the topic.</i></p> <p><i>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.</i></p> <p><i>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p><i>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</i></p> <p><i>K.RL.4 Ask and answer questions about unknown words in a text. K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</i></p> <p><i>K.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.</i></p> <p><i>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></p> <p><i>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 some information about the topic.</i></p> <p><i>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.</i></p> <p><i>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>
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CURRICULUM MAP

Subject: ELA/Writing **Grade:** K **Quarter:** Quarter: 3rd Quarter **Teacher(s):** Kindergarten Teachers

Month <u>January - March</u>	WEEK 7 Unit Theme Identify, print and sound out letter Tt Students will be able to use English grammar conventions and phonic patterns when writing and spelling.	WEEK 8 Unit Theme Identify, print and sound out letter Uu Students will be able to use English grammar conventions and phonic patterns when writing and spelling.	WEEK 9 Unit Theme Identify, print and sound out letters Aa-Uu Students will be able to use English grammar conventions and phonic patterns when writing and spelling.
Concept (CCSS Standards)	<p><i>K.L.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i></p> <p>K.L.2a-d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Capitalize the first word in a sentence and the pronoun I; b) Recognize and name end punctuation; c) Write a letter or letters for most consonant and short-vowel sounds (phonemes); d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><i>K.L.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i></p> <p><i>K.RF.3b and d: Know and apply grade-level phonics and word analysis skills in decoding words: b) associate the long and short sounds with common spellings (graphemes) for the five major vowels; d) distinguish between similarly spelled words by identifying the sounds of the letters that</i></p>	<p><i>K.L.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i></p> <p>K.L.2a-d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Capitalize the first word in a sentence and the pronoun I; b) Recognize and name end punctuation; c) Write a letter or letters for most consonant and short-vowel sounds (phonemes); d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><i>K.L.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i></p> <p><i>K.RF.3b and d: Know and apply grade-level phonics and word analysis skills in decoding words: b) associate the long and short sounds with common spellings (graphemes) for the five major vowels; d) distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i></p>	<p><i>K.L.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i></p> <p>K.L.2a-d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Capitalize the first word in a sentence and the pronoun I; b) Recognize and name end punctuation; c) Write a letter or letters for most consonant and short-vowel sounds (phonemes); d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><i>K.L.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i></p> <p><i>K.RF.3b and d: Know and apply grade-level phonics and word analysis skills in decoding words: b) associate the long and short sounds with common spellings (graphemes) for the five major vowels; d) distinguish</i></p>

	<i>differ.</i>		<i>between similarly spelled words by identifying the sounds of the letters that differ.</i>
Activity	<p>Essential Question(s): What grammar conventions or phonic patterns are needed in writing?</p> <p>Complete Interactive Notebook Letter Tt.</p> <p><u>Informational Texts</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Use text features to obtain information K.RI.5 Identify the front/back covers, title page learned from informational text K.RI.2 Identify the main topic of a text - Identifies and retells key details of a text Ask and answer questions about key details K.RI.1, K.RI.3, K.RI.6, K.RI.8 Identify key details and asks questions about text Identify key details about individuals and events in the text and connections between these individuals and events With help, talk about author/illustrator's roles, including how the author supports his point in the text <p>**Observations, Performance Assessment, Product</p>	<p>Essential Question(s): What grammar conventions or phonic patterns are needed in writing?</p> <p>Complete Interactive Notebook Letter Uu.</p> <p><u>Reading Behaviors</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Read during independent reading time Engage during reading center time Participate in discussions K.RL.10, K.RI.10 Participate in group reading activities where key ideas and details are discussed Engage in group reading activities with informational text where key ideas, details and craft are discussed Participate in group reading activities and integrates knowledge and ideas Demonstrate an understanding of the purpose of the text (literary and informational) <p>**Observations, Performance Assessment, Product</p>	<p>Essential Question(s): What grammar conventions or phonic patterns are needed in writing?</p> <p><u>Reading Behaviors</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Read during independent reading time Engage during reading center time Participate in discussions K.RL.10, K.RI.10 Participate in group reading activities where key ideas and details are discussed Engage in group reading activities with informational text where key ideas, details and craft are discussed Participate in group reading activities and integrates knowledge and ideas Demonstrate an understanding of the purpose of the text (literary and informational) <p>**Observations, Performance Assessment, Product</p>
*Formative Assessment			
Resources/ Materials	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper
Homework	<p>Students will:</p> <ul style="list-style-type: none"> Complete Letter worksheets Tt. 	<p>Students will:</p> <ul style="list-style-type: none"> Complete Letter worksheets Uu. 	<p>Students will:</p> <ul style="list-style-type: none"> Complete Letter worksheets Aa-Uu.

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