

CURRICULUM MAP

Subject: ELA/Writing **Grade:** K **Quarter:** 4th-Quarter **Teacher(s):** Kindergarten Teachers

Month <u>March - May</u>	WEEK 1 Unit Theme Identify, print and sound out letter Aa-Uu	WEEK 2 Unit Theme Identify, print and sound out letter Vv	WEEK 3 Unit Theme Identify, print and sound out letter Ww
	Students will be able to recognize, identify, and read different types of texts.	Students will be able to recognize, identify, and read different types of texts.	Students will be able to recognize, identify, and read different types of texts.
Concept (CCSS Standards)	<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><i>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i></p> <p>K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</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>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><i>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i></p> <p>K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</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</i></p>	<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><i>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i></p> <p>K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</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</i></p>

	<p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</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>procedures).</i></p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</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>procedures).</i></p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</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>Activity</p>	<p>Essential Question(s): What are the different types of text?</p> <p><u>Early Reading Strategies & Phonemic Awareness</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Blend & segment sounds K.RF.2 <ul style="list-style-type: none"> Blend and segment single-syllable words Segment CVC words <ul style="list-style-type: none"> Blend and segment syllables in spoken words Add/substitute sounds to make new words Recognizes & produces rhyming words K.RF.2 	<p>Essential Question(s): What are the different types of text?</p> <p>Complete Interactive Notebook Letter Vv.</p> <p><u>Concepts of Print</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Handle book appropriately K.RF.1 <ul style="list-style-type: none"> Front to back, top to bottom, left to right Identify key parts of a book K.RF.1 <ul style="list-style-type: none"> Front/back covers, print, illustrations, etc. Follow words from left to right, top to bottom, etc. Recognize that words are represented by letters Understand that words are separated by spaces Match finger to words K.RF.1 	<p>Essential Question(s): What are the different types of text?</p> <p>Complete Interactive Notebook Letter Ww.</p> <p><u>Phonics and Word Recognition</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Identify letters K.RF.1 <ul style="list-style-type: none"> Identify all letters Match letters and sounds K.RF.3 <ul style="list-style-type: none"> Produce primary sounds for each consonant Distinguish between words by identifying letter sounds that differ Begin to decode words including those with vowels K.RF.2, K.RF.3 Read appropriate grade level HFW K.RF.3
<p>*Formative Assessment</p>	<p>**Observations, Performance Assessment, Product</p>	<p>**Observations, Performance Assessment, Product</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	Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper
Homework	Students will: - Complete Letter worksheets Aa-Uu.	Students will: - Complete Letter worksheets Vv.	Students will: - Complete Letter worksheets Ww.
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

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

Month <u>March - May</u>	WEEK 4 Unit Theme Identify, print and sound out letter Xx Students will be able to use a variety of writing techniques to express thoughts, feelings, and ideas about informational text.	WEEK 5 Unit Theme Identify, print and sound out letter Yy Students will be able to use a variety of writing techniques to express thoughts, feelings, and ideas about informational text.	WEEK 6 Unit Theme Identify, print and sound out letter Zz Students will be able to use a variety of writing techniques to express thoughts, feelings, and ideas about informational text.
Concept (CCSS Standards)	<p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</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</i></p>	<p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</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</i></p>	<p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</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</i></p>

	<i>reaction to what happened.</i>	<i>happened.</i>	<i>occurred, and provide a reaction to what happened.</i>
Activity	<p>Essential Question(s): What writing structures are needed for writing a narrative, or informational text?</p> <p>How does word choice change the meaning of text?</p> <p>Complete Interactive Notebook Letter Xx.</p> <p><u>Vocabulary</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Determine Meaning of Unknown Words & Phrases K.L.4, K.RL.4, K.RI.4 <ul style="list-style-type: none"> Identify new meanings for familiar words Use affixes as clues to the word (-ed, -s, etc.) <ul style="list-style-type: none"> Use context clues to determine unknown words in literary and informational text Ask and answer questions about unknown words K.L.6 <ul style="list-style-type: none"> Acquire words and phrases through conversations and reading Sort common objects into categories (i.e. foods, shapes) Identify real-life connections between words Identify opposites - Distinguish meaning of similar verbs (i.e. run, march, etc. by acting them out) 	<p>Essential Question(s): What writing structures are needed for writing a narrative, or informational text?</p> <p>How does word choice change the meaning of text?</p> <p>Complete Interactive Notebook Letter Yy.</p> <p><u>Literary Text</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Retell a story K.RL.2, K.RL.3, K.RL.9 <ul style="list-style-type: none"> Identify key details, events characters, etc. w/help Compare and contrast familiar stories Identify details and asks questions <ul style="list-style-type: none"> With help, talk about author/illustrator's roles Understand relationships between illustrations and the story 	<p>Essential Question(s): What writing structures are needed for writing a narrative, or informational text?</p> <p>How does word choice change the meaning of text?</p> <p>Complete Interactive Notebook Letter Zz.</p> <p><u>Literary Text</u></p> <p>Students will:</p> <ol style="list-style-type: none"> Retell a story K.RL.2, K.RL.3, K.RL.9 <ul style="list-style-type: none"> Identify key details, events characters, etc. w/help Compare and contrast familiar stories Identify details and asks questions <ul style="list-style-type: none"> With help, talk about author/illustrator's roles Understand relationships between illustrations and the story

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Homework	Students will: - Complete Letter worksheets Xx.	Students will: - Complete Letter worksheets Yy.	Students will: - Complete Letter worksheets Zz.
ESLRs	UPIES	UPIES	UPIES

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Month <u>March - May</u>	WEEK 7 Unit Theme Identify, print and sound out letters Aa-Zz Students will use relationships among words to clarify meaning and connections with real-life events.	WEEK 8 Unit Theme Identify, print and sound out letters Aa-Zz Students will use relationships among words to clarify meaning and connections with real-life events.	WEEK 9 Unit Theme Identify, print and sound out letters Aa-Zz Students will use relationships among words to clarify meaning and connections with real-life events.
Concept (CCSS Standards)	<p>K.L.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>K.L.5a-d With guidance and support from adults, explore word relationships and nuances in word meanings: a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); c) Identify real-life connections between words and their use (e.g., note places at school that are colorful); d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>K.L.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>K.L.5a-d With guidance and support from adults, explore word relationships and nuances in word meanings: a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); c) Identify real-life connections between words and their use (e.g., note places at school that are colorful); d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>K.L.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>K.L.5a-d With guidance and support from adults, explore word relationships and nuances in word meanings: a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); c) Identify real-life connections between words and their use (e.g., note places at school that are colorful); d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

