



ELA Curriculum Map 2018-2019
Kindergarten

Quarter 1	Strand	Focus Standards	Essential Learning Targets	Core Adopted Units/Weeks Texts/Genre	Writing Focus <ul style="list-style-type: none"> • Genre • Time 	Core Adopted Assessments	Supplemental Resources
Smart Start Unit 1	RL.	<p>RL1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL2. With prompting and support, retell familiar stories, including key details.</p> <p>RL7. 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>RL9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL10. Actively engage in group reading activities with purpose and understanding.</p>	<p>K.1 -Provides questions and/or answers that show understanding of key details in a text</p> <p>K.2 - Provides a retelling of a familiar story, including key details.</p> <p>K.7 - Provides a description of the relationship between the illustrations and the story in which they appear.</p> <p>K.9 - Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.</p> <p>K.10 Demonstrates an ability to actively engage in group reading activities with purpose and understanding.</p>	<p>Smart Start Weeks 1-3 Animals in the Park ABC's ABC Book</p> <p>Unit 1 Week 1 What About Bear Fantasy</p> <p>Unit 1 Week 2 Pouch Fantasy</p> <p>Unit 1 Week 2 Senses at the Seashore Informational Text</p>	Narrative Daily	<p>-Istation</p> <p>-Unit Assessments</p> <p>-Placement and Diagnostic Assessments (Phonological and Phonemic Awareness, Letter Naming and Sight Words, Phonics and Decoding, Spelling, Vocabulary, Reading Comprehension)</p> <p>-Benchmark Assessment</p> <p>-Running Records/Benchmark Book</p> <p>-Online</p>	<p>Curriculum</p> <p>Istation games and assignments</p> <p>Lexia*</p> <p>Abcya</p> <p>Abcmouse</p> <p>IXL*</p> <p>Epic</p> <p>Sight Words.com</p> <p>Teach your monster to read</p> <p>Cookie</p> <p>Pbskids</p> <p>Brain Pop Jr.</p> <p>Storyline Online</p> <p>Sheppard Software</p> <p>Into the Book</p> <p>Turtle Diary</p> <p>Florida Center for Reading Research</p> <p>Storybots</p> <p>Reading Rockets</p> <p>Assessment</p> <p>ESGI*</p>
	RI.	<p>RI K 1. With Prompting and support ask and answer questions about key details in a text.</p> <p>RI K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI K7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing,</p>	<p>K.1 Demonstrates the ability to ask and answer questions about details in a text.</p> <p>K.5 -Provides an identification of the front cover of a book. -Provides an identification of the back cover of a book. -Provides an identification of the title page of a book.</p> <p>K.7 -Provides a description of the relationship between</p>				

Unit 2		<p>or idea in the text an illustration depicts).</p> <p>RI.K.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).</p> <p>R.K. 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>the illustrations and the text in which they appear.</p> <p>K.9 -Provides an identification of the basic similarities and differences between two texts on the same topic.</p> <p>K.10 Demonstrates the ability to engage in group reading activities with purpose and understanding</p>	<p>Unit 2 Week 1 What can you find out when you explore?</p>		Assessment Center	
	RF.	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new</p>	<p>K.1 -Follow words from left to right, top to bottom, and page by page. -Recognize that spoken words are represented in written language by specific sequences of letters. -Understand that words are separated by spaces in print. -Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>K.2 - Recognize and produce rhyming words. -Count, pronounce, blend, and segment syllables in spoken words. -Blend and segment onsets and rimes of single-syllable spoken words. -Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) -Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Week2 The Handiest Things in the World Informational Text</p> <p>Unit 2 Week 3 I Love Bugs! Fiction</p>			

	<p>words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<p>K.3</p> <p>-Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>-Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>-Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>-Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>K.4 Demonstrate the ability to read emergent reader text with purpose and understandings</p>				
<p>W.</p>	<p>W.K.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.</p> <p>W.K.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>W.K.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.2</p> <p>- Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic.</p> <p>K.3</p> <p>- Narrates a single event using a combination of drawing, dictating, and/or writing.</p> <p>-Narrates several loosely linked events using a combination of drawing, dictating, and/or writing.</p> <p>-Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.</p> <p>-Provides a reaction to what happened during the event(s) when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.</p> <p>K.7</p> <p>- Participates in shared research and writing projects.</p>				

		<p>K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>K.8 - Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing. -Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.</p>				
SL.	<p>SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL2. 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>SL3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL6. Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>K.1 -Demonstrates the ability to participate in a collaborative conversation with diverse partners about kindergarten topics and texts. -Demonstrates the ability to follow rules for discussions. -Demonstrates the ability to continue conversation through multiple exchanges.</p> <p>K.2 -Demonstrates the ability to confirm understanding of a text read aloud by answering and asking questions about key details. -Demonstrates the ability to confirm understanding of information presented orally or through other media by asking and answering questions about key details. -Demonstrates the ability to request clarification if something is not understood</p> <p>K.3 -Demonstrates the ability to ask and answer questions to seek help, get information or clarify something that is not understood.</p> <p>K.5 -Provides drawings or other visual displays to descriptions to provide additional detail.</p> <p>K.6 -Demonstrates ability to speak audibly and express thoughts, feelings, and ideas clearly.</p>					
L.	<p>L K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing</p>	<p>K.1 -Print many upper- and lowercase letters.</p>					

		<p>or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. <p>L K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>LK.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (eg, knowing duck is a bird and learning the verb to duck). use the most frequently occurring inflections and affixes (e.g. -ed, -s, re, un, pre, -ful, -less) as a 	<p>-Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). -Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). -Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). -Produce and expand complete sentences in shared language activities.</p> <p>K.2</p> <p>-Capitalize the first word in a sentence and the pronoun <i>I</i>. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short-vowel sounds (phonemes). -Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>K.4</p> <p>- Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately. -Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words.</p>				
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		<p>clue to the meaning of an unknown word.</p> <p>L5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>K.5</p> <p>- Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent.</p> <p>-Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>-Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.</p> <p>-Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning.</p> <p>K.6</p> <p>- Shows understanding of newly acquired vocabulary by using words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>				
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