



ELA Curriculum Map 2018-2019
Kindergarten

Quarter 3	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Assessments
Unit 6 Weeks 1-3	RL.	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 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). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding.	K.1 -Provides questions and/or answers that show understanding of key details in a text K.2 - Provides a retelling of a familiar story, including key details. K.3 -Provides an identification of characters in a story. -Provides an identification of setting(s) in a story. - Provides an identification of major events in a story. K.5 - Demonstrates the ability to recognize common types of texts. K.6 - Provides an identification of the author of a story and what the author’s role is in telling the story. -Provides an identification of the illustrator of a story and what the illustrator’s role is in telling the story. K.7 - Provides a description of the relationship between the illustrations and the story in which they appear. K.9 - Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.	Unit 6 Week 1 Mama, Is It Summer Yet? Fiction Unit 6 Week 2 Rain Fiction Unit 6 Week 3 Waiting Out the Storm Fiction	Informative Daily	-Istation -Unit Assessments -Placement and Diagnostic Assessments (Phonological and Phonemic Awareness, Letter Naming and Sight Words, Phonics and Decoding, Spelling, Vocabulary, Reading Comprehension) -Benchmark Assessment -Running Records/Benchmark Book -Online	Curriculum Istation games and assignments Lexia* Abcya Abcmouse IXL* Epic Sight Words.com Teach your monster to read Cookie Pbskids Brain Pop Jr. Storyline Online Sheppard Software Into the Book Turtle Diary Florida Center for Reading Research Storybots Reading Rockets Assessment ESGI*

<p>Unit 7 Weeks 1-3</p>	<p>RI.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about the key details in a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>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>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>K.1 Demonstrates the ability to ask and answer questions about key details in a text.</p> <p>K.3</p> <ul style="list-style-type: none"> -Provides a description of the connection between two individuals in a text. -Provides a description of the connections between two events in a text. -Provides a description of the connections between two ideas or pieces of information in a text. <p>K.4</p> <ul style="list-style-type: none"> -Provides a statement or other expression that shows understanding of unknown words in an informational text. - Asks questions about unknown words in an informational text. <p>K.9</p> <ul style="list-style-type: none"> - Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). 	<p>Unit 7 Week 1 Zoo Borns! Informational Text</p> <p>Unit 7 Week 2 The Birthday Pet Fiction</p> <p>Unit 7 Week 3 Bear Snores On Fantasy</p>		<p>Assessment Center</p>	
<p>Unit 8 Week 1-3</p>	<p>RF.</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 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 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>K.2</p> <ul style="list-style-type: none"> - 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>K.3</p> <ul style="list-style-type: none"> -Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most 	<p>Unit 8 Week 1 When Daddy's Truck Picks Me Up Fiction</p> <p>Unit 8 Week 2 Ana Goes to Washington, D.C. Informational Text</p> <p>Unit 8 Week 3 Bringing Down the Moon Fantasy</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>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>W.</p>	<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</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.6. With guidance and support from adults,</p>	<p>K.1</p> <p>-States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing.</p> <p>-Includes the topic or name of the book they are writing about when stating an opinion or preference.</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 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>explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</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>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>K.6 - Uses a variety of digital tools to produce and publish writing. -Collaborates with peers to produce and publish writing, using a variety of digital tools.</p> <p>K.7 - Participates in shared research and writing projects.</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.K.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>SL.K.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 clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to</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.4 -Demonstrates the ability to describe familiar people, places, thing and events. -Demonstrates the ability to provide additional detail with prompting and support.</p> <p>K.5</p>				

	<p>descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>-Provides drawings or other visual displays to descriptions to provide additional detail.</p> <p>K.6</p> <p>-Demonstrates ability to speak audibly and express thoughts, feelings, and ideas clearly.</p>				
<p>L.</p>	<p>L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.W.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>K.1</p> <p>-Print many upper- and lowercase letters.</p> <p>-Use frequently occurring nouns and verbs.</p> <p>-Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>-Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>-Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>-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>.</p> <p>-Recognize and name end punctuation.</p> <p>-Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>-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</p>				

		<p>phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (eg, knowing duck is a bird and learning the verb to duck).</p> <p>b. 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.</p> <p>L.K.5. 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>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>and phrases by identifying the new meanings for familiar words and applying them accurately.</p> <p>-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> <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>				
--	--	--	---	--	--	--	--