



ELA Curriculum Map 2018-2019
Kindergarten

Quarter 4	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Assessments
Unit 9 Weeks 1-3	RL.	RL.K.1. With prompting and support, ask and answer questions about key details in a text. RL. K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.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). RL.K.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.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.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.	Unit 9 Week 1 Peter’s Chair Fiction Unit 9 Week 2 Hen Hears Gossip Fantasy Unit 9 Week 3 Bread Comes to Life Informational Text	Narrative 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/Bench	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
	RI.	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	K.1 -Demonstrate the ability to answer questions about key details in a text. K.2 - Provides a statement of the main topic of a text. -Provides a retelling of key details in a text. K.9 - Provides an identification of the basic similarities and differences between two texts on the same				

Unit 10 Weeks 1-3		descriptions, or procedures).	topic (e.g. in illustrations, descriptions, or procedures).			mark Book -Online Assessment Center	ESGI *
	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>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Recognize and produce rhyming words.</p> <p>e. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>f. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>g. 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>h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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</p>	<p>K.1</p> <p>-Follow words from left to right, top to bottom, and page by page.</p> <p>-Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>-Understand that words are separated by spaces in print.</p> <p>-Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>K.2</p> <p>- Recognize and produce rhyming words.</p> <p>-Count, pronounce, blend, and segment syllables in spoken words.</p> <p>-Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>-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>-Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</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</p>	<p>Unit 10 Week 1 What's the Big Idea, Molly Fantasy</p> <p>Unit 10 Week 2 All Kinds of Families Fiction</p> <p>Unit 10 Week 3 Panda Kindergarten Informational Text</p>			

	<p>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>(e.g., the, of, to, you, she, my, is, are, do, does). -Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>				
W.	<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.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.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>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.3 - Narrates a single event using a combination of drawing, dictating, and/or writing. -Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. -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. -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.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.2. Confirm understanding of a text read aloud or information presented orally or through</p>	<p>K.2 -Demonstrates the ability to confirm</p>				

		<p>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.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>understanding of a text read aloud by answering and asking questions about key details.</p> <p>-Demonstrates the ability to confirm understanding of information presented orally or through other media by asking and answering questions about key details.</p> <p>-Demonstrates the ability to request clarification if something is not understood</p> <p>K.3</p> <p>-Demonstrates the ability to ask and answer questions to seek help, get information or clarify something that is not understood.</p> <p>K.5</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> <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>	<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>a. Capitalize the first word in a sentence and the pronoun /.</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.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>-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.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. -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). -Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. -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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