

Curriculum Map

Subject English Language Arts Grade K First Nine Weeks

<p>Writing to Texts</p>	<p>CC Writing W 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...) 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.</p>	<p>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Shared writing activities (Weeks 2-3) • Daily Journals 	<p>Daily/ Weekly writing:</p> <ul style="list-style-type: none"> • Letter formation • Draw and label • Journal
<p>Research Support (Begins in 3rd Grade for PARCC accountability)</p>	<p>No Research Project this 3 Weeks</p>		
<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Week 1, 3) a. Print many upper- and lowercase letters. (Weeks 2-3) Produce and expand complete sentences in shared language activities. (Week 2 -3) L2- 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. (Week 3) b. Recognize and name end punctuation. (Week 3) L 5-With guidance and support from adults, explore word relationships and nuances in word meanings. CC Speaking and Listening</p>	<p>CC Language Outcomes</p> <ul style="list-style-type: none"> • Recognize and state own name (Week 2) • Print own name (Weeks 2-3) • Use own names in a sentence (Weeks 2-3) • Introduce the letter formation for Aa, Bb, Cc, Dd, Ee (Week 2) • Introduce the letter formation for Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn (Week 3) • Participate in shared writing and group editing activities (Weeks 2-3) <p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures 	<p>Language Arts:</p> <ul style="list-style-type: none"> • Write own name • Introduce the formation of the letters A- Z <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Establishment of classroom rules and procedures • Expectations for Responsive

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	<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 with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> Learn to follow classroom rules for conversation and discussion Participate in group discussions Learn appropriate listening and speaking skills 	<p>Classroom activities such as Morning Meeting</p> <ul style="list-style-type: none"> Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills</p> <p>RF 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 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Recognize and produce rhyming words. (Week 2- 9) (Assessed 1st, 2nd nine weeks)</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. (Assessed 1st nine weeks)</p> <p>RF 3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Weeks 2 - 3)</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> Identify rhyming words (Week 2-3) Recognize and name the letters Aa, Bb, Cc, Dd, Ee (Week 2) Recognize and name the letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn (Week 3) Choose pictures objects that rhyme (Weeks 2- 3) Count syllables in words (Week 3) Recognize high frequency words <p>Fluency</p>	<p>Word Work</p> <ul style="list-style-type: none"> Rhyming words (Weeks 2-3) Letter Recognition: Aa, Bb, Cc, Dd, Ee (Week 2) Letter Recognition: Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn (Week 3) Syllables (Week 3) High Frequency Words: I, am <p>Fluency</p>

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	<p>L2- 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. (Week 3)</p> <p>b. Recognize and name end punctuation. (Week 3)</p> <p>L 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. (Week 4 - 6)</p> <p>CC Speaking and Listening 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 with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures • Learn to follow classroom rules for conversation and discussion • Participate in group discussions • Learn appropriate listening and speaking skills • Ask and answer questions from teacher and classmates • Speak clearly and understandably 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Establishment of classroom rules and procedures • Expectations for Responsive Classroom activities such as Morning Meeting • Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. (Week 4-6)</p> <p>b. Count, pronounce, blend, and segment syllables in 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.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF 3-Know and apply grade-level phonics and</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> • Recognize and name the letters letters Oo, Pp, Qq, Rr, Ss (Week 4) • Recognize and name the letters Tt, Uu, Vv, Ww, Xx, Yy, Zz (Week 5) • Identify /m/ at the initial position in words (Weeks 6) • Choose pictured objects that rhyme (Weeks 4- 6) • Count syllables in words (Weeks 4-6) • Recognize high frequency words • Recognize words that do and do not begin alike (Weeks 4,5,6) • Label my drawings (Week 5) • Identify high frequency words (Week 6) 	<p>Word Study</p> <ul style="list-style-type: none"> • Rhyming words (Weeks 4-6) • Letter Recognition: Oo, Pp, Qq, Rr, Ss (Week 4) • Letter Recognition: Tt, Uu, Vv, Ww, Xx, Yy, Zz (Week 5) • Phonemic awareness and phonics letter Mm (Week 6) • Syllables (Weeks 4-6) • High Frequency Words: the, little, to, a, red,

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	<p>word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Week 4 - 6)</p> <p>RF 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. (Week 4 - 9)</p> <p>RF 4- Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency</p> <ul style="list-style-type: none"> Listen to fluent reading 	<p>Fluency</p> <ul style="list-style-type: none"> Modeled fluency Focus on accuracy and purpose Echo reading, choral reading, independent oral reading
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	<p>main topic and retell key details of a text. (Week 8)</p> <p>RI-3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (Week 8)</p> <p>RI 4- Ask and answer questions about unknown words in a text. (Week 8)</p> <p>RI 5- Identify the front cover, back cover, and title page of a book. (Week 8)</p> <p>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 (Week 8)</p> <p>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). (Week 8)</p> <p>RI-10 Actively engage in group reading activities with purpose and understanding. (Week 8)</p>	<p>questions (Week 8)</p> <ul style="list-style-type: none"> • Discuss why a particular text is informational (Week 8) • Discuss details from an informational text read aloud (Week 8) • Ask and answer questions citing evidence from the text (Week 8) • Group sea life into categories (Week 8) 	
<p>Writing to Texts</p>	<p>CC Writing</p> <p>W 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 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>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Shared writing activities (Weeks 7-9) • Daily Journals • Draw and label pictures of people and animals (Weeks 7-9) 	<p>Daily/weekly writing:</p> <ul style="list-style-type: none"> • Draw and Label • Letter formation • Journal
<p>Research Support (Begins in 3rd Grade for PARCC accountability)</p>			

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<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Weeks 7-9) a. Print many upper- and lowercase letters. (Weeks 7-9) f. Produce and expand complete sentences in shared language activities. (Week 7 - 9) L 3-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L 5-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. (Weeks 7, 9) L2- 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. (Weeks 7, 8, 9) b. Recognize and name end punctuation. (Week 7, 8, 9) L 6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Week 8)</p> <p>CC Speaking and Listening SL 1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under</p>	<p>CC Language Outcomes</p> <ul style="list-style-type: none"> • Print all upper- and lower-case letters (Weeks 7-9) • Name all upper- and lower-case letters (Weeks 7-9) • Identify nouns that name people and things (Weeks 7-9) • Identify plural nouns (Weeks 8-9) • Identify proper nouns (Week 8) • Begin to use invented spelling when writing (Weeks 7- 9) • Label my drawings (Week 8) • Use capital letters to write proper nouns (Week 8) <p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures • Learn to follow classroom rules for conversation and discussion • Participate in group discussions • Learn appropriate listening and speaking skills • Ask and answer questions from teacher and classmates • Speak clearly and understandably 	<p>Language Arts</p> <ul style="list-style-type: none"> • Nouns for animals and things (Weeks 7-9) • Plural nouns (Weeks 8- 9) • Proper nouns (Week 9) • Letter formation <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Establishment of classroom rules and procedures • Expectations for Responsive Classroom activities such as Morning Meeting • Group behaviors, classroom routines and procedures, collaborative conversations
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	discussion).		
Reading Foundational Skills	<p>CC Reading Foundational Skills</p> <p>RF 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 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds (phonemes) in 3 phoneme (CVC) words.</p> <p>RF 3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Week 7 - 9)</p> <p>RF 4- Read emergent-reader texts with purpose and understanding.</p>	<p>CC Reading Foundational Skills Outcomes</p> <ul style="list-style-type: none"> Identify /t/ at the initial and final positions in words (Week 7) Identify /a/ at the initial and medial positions in words (Week 8) Identify the long and short sound for the vowel Aa. (Week 8) Identify /s/ at the initial and final positions in words (Week 9) With support, build and read simple words with the sounds we have studied this year Choose pictured objects that rhyme (Weeks 7- 9) Count syllables in words (Weeks 7-9) Recognize words that do and do not begin alike (Weeks 7-9) Label my drawings (Week 7-9) Identify high frequency words <p>Fluency</p> <ul style="list-style-type: none"> Listen to fluent reading. (Weeks 7 - 9) Practice reading fluently. (Weeks 7 - 9) 	<p>Word Work</p> <ul style="list-style-type: none"> Phonemic awareness and Phonics: letter Tt (Week 7) Phonemic awareness and phonics: letter Aa (Week 8) Phonemic awareness and phonics: letter Ss (Week 8) High Frequency Words: to, a, blue, have, is, purple, yellow <p>Fluency</p> <ul style="list-style-type: none"> Modeled fluency Focus on accuracy and purpose Echo reading, choral reading, independent oral reading

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			<ul style="list-style-type: none">Practice reading “like talking” (e.g., smooth, expressive)
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	<p>unknown words in a text. (Weeks 1, 2, 3) 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>Writing to Texts</p>	<p>CC Writing W 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...) (Weeks 1, 2, 3) W 2- Use a combination 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. (Weeks 1, 2, 3) 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. (Weeks 1, 2, 3)</p>	<p>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Shared writing activities (Weeks 1-3) • Daily Journals • Write/dictate a sentence telling whether this story is real or make believe and give a reason from the text to support my opinion. (Week 2) • Draw pictures using opposites and label my drawings (Week 3) 	<p>Daily/ Weekly writing:</p> <ul style="list-style-type: none"> • Letter formation • Draw and label • Journal
<p>Research Support (Begins in 3rd Grade for PARCC accountability)</p>	<p>No Research Project this 3 Weeks</p>		
<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Weeks 1-3) a. Print many upper- and lowercase letters. (Weeks 1-3) Produce and expand complete sentences in shared language activities. (Weeks 1 -3) L2- Demonstrate command of the conventions of standard English capitalization, punctuation,</p>	<p>CC Language Outcomes</p> <ul style="list-style-type: none"> • Recognize adjectives for colors and shapes (Week 1) • Draw and label pictures for using adjectives for shapes and colors (Week 1) • Write or dictate sentences using adjectives (Week 1) • Draw and label pictures for using adjectives for size and numbers (Week 2) • Use adjectives to describe things that are opposites (Week 3) • Participate in shared writing and group editing activities (Weeks 	<p>Language Arts:</p> <ul style="list-style-type: none"> • Use Adjectives for color and shape (Week 1) • Use Adjectives for size and numbers (Week 2) • Use Adjectives for opposites (Week 3) • Letter formation (Weeks 1-3)

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	<p>and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. (Weeks 1-3) b. Recognize and name end punctuation. (Weeks 1-3) L 5-With guidance and support from adults, explore word relationships and nuances in word meanings. (Weeks 2, 3)</p> <p>CC Speaking and Listening SL 1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL 6- Speak audibly and express thoughts, feeling, and ideas clearly.</p>	<p>1, 2, 3) <ul style="list-style-type: none"> Recognize capital letters (Weeks 1, 2, 3) Label my drawings using inventive spelling (Weeks 1, 2, 3) Recognize punctuation marks (Weeks 1, 2, 3) Print all upper- and lower-case letters (Weeks 1, 2, 3) Name all upper- and lower-case letters (Weeks 1, 2, 3) Begin to use invented spelling when writing (Weeks 1, 2, 3) <p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> Continuing to learn and follow classroom rules and procedures Continuing to learn and follow classroom rules for conversation and discussion Participate in group discussions Learn appropriate listening and speaking skill Ask and answer questions from teacher and classmates Speak clearly and understandably </p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Continuation of classroom rules and procedures Expectations for Responsive Classroom activities such as Morning Meeting Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Recognize and produce rhyming words. (Weeks 1-3) b. Count, pronounce, blend, and segment syllables in spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF 3-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</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> Recognize high frequency words Identify /p/ at the initial and final positions in words (Week 1) Identify /c/ at the initial position in words (Week 2) Identify /i/ at the initial and medial positions in words (Week 3) Identify the long and short sound for the vowel i. (Weeks 3) With support, build and read simple words with sounds that we have studied so far. 	<p>Word Work</p> <ul style="list-style-type: none"> Phonemic awareness and phonics letter Pp (Week 1) Phonemic awareness and phonics letter Cc (Week 2) Phonemic awareness and phonics letter Oo (Week 3) Review rhyming words (Week 2) High Frequency Words: <i>we, my, like, green, at, as, orange, he for, white,</i>

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	<p>producing the primary or many of the most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., <i>we, my, like, green, at, as, orange, he for, white</i>). (Week 1 - 3)</p> <p>RF 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. <i>Recognize and name all upper- and lowercase letters of the alphabet.</i></p> <p>RF 4- Read emergent-reader texts with purpose and understanding</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Listen to fluent reading. (Weeks 1 - 3) • Practice reading fluently. (Weeks 1 - 3) 	<p>Fluency</p> <ul style="list-style-type: none"> • Focus on accuracy and purpose • Echo reading, choral reading, independent oral reading • Practice reading “like talking” (e.g., smooth, expressive)
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	in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (Week 5) RI-10 Actively engage in group reading activities with purpose and understanding. (Week 5)		
Writing to Texts	CC Writing W 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...) 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.	CC Writing Outcomes <ul style="list-style-type: none"> • Shared writing activities (Weeks 1-3) • Daily Journals • Draw and label pictures of people and animals (Week 6) 	Daily/weekly writing: <ul style="list-style-type: none"> • Draw and Label • Letter formation • Journal Writing
Research Support (Begins in 3rd Grade for PARCC accountability)	No Research Project this 3 Weeks		
For Reading and Writing in Each Module	CC Language L 1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Weeks 4, 5, 6) a. Print many upper- and lowercase letters. (Weeks 4-6) b. Use frequently occurring nouns and verbs. (Weeks 5,6) f. Produce and expand complete sentences in shared language activities. (Weeks 4-6) L2- 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. (Week 4, 5, 6) b. Recognize and name end punctuation.	<ul style="list-style-type: none"> • Write a simple sentence that expresses a complete thought • Print all upper and lowercase letters legibly • Use adjectives to describe objects in a sentence. • Use verbs to show action in a sentence • Capitalize the first word in a sentence, the pronoun I, and names of people • Use end punctuation for sentences (. and ?) 	Language Arts: <ul style="list-style-type: none"> • Use Adjectives to describe objects (Week 4) • Use Verbs to tell about actions or things that we do (Weeks 5, 6) • Letter formation (Weeks 4-6)

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	<p>(Week 4, 5, 6,)</p> <p>L 3-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. . (Weeks 4-6)</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing straw is utensils to drink with and learning straw means fabric). (Week 6)</p> <p>L4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meaning for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb for duck)</p> <p>L 5-With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (Week 4 - 6)</p> <p>L6- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC Speaking and Listening</p> <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 with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures • Learn to follow classroom rules for conversation and discussion • Participate in group discussions • Learn appropriate listening and speaking skills • Ask and answer questions from teacher and classmates • Speak clearly and understandably 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Continuation of classroom rules and procedures • Expectations for Responsive Classroom activities such as Morning Meeting • Group behaviors, classroom routines and procedures, collaborative conversations
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	<p>SL 6- Speak audibly and express thoughts, feeling, and ideas clearly.</p>		
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. (Week 2- 9) b. Count, pronounce, blend, and segment syllables in spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF 3- 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 or many of the most frequent sound for each consonant. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Week 1 - 9) RF 1- Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. (Week 4 - 9) RF 4- Read emergent-reader texts with purpose and understanding.</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> Recognize high frequency words Identify /i/ at the initial and medial positions in words (Week 4) Identify the long and short sound for the vowel i. (Weeks 4) Identify /b/ at the initial and final positions in words (Week 5) Identify /n/ at the initial and final positions in words (Week 5) Identify /r/ at the initial position in words (Week 6) With support, build and read simple words with sounds that we have studied so far. Blend and segment onsets and rimes of single-syllable spoken words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>Fluency</p> <ul style="list-style-type: none"> Listen to fluent reading. (Weeks 4 - 6) Practice reading fluently. (Weeks 4 – 6) 	<p>Word Work</p> <ul style="list-style-type: none"> Phonemic awareness and phonics letter li (Week 4) Phonemic awareness and phonics letter Bb (Week 5) Phonemic awareness and phonics letter Nn (Week 5) Phonemic awareness and phonics letter Rr (Week 6) High Frequency Words: <i>in, it, brown, me, with, she, pink, by, an, can, black</i> <p>Fluency</p> <ul style="list-style-type: none"> Focus on accuracy and purpose Echo reading, choral reading, independent oral reading Practice reading “like talking” (e.g.,

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smooth, expressive)

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	<p>f. Produce and expand complete sentences in shared language activities. (Weeks 7- 9)</p> <p>L 3-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L 5-With guidance and support from adults, explore word relationships and nuances in word meanings (Weeks 7 – 9)</p> <p>L2- 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. (Weeks 7, 8, 9)</p> <p>b. Recognize and name end punctuation. (Weeks 7, 8, 9)</p> <p>L 6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Week 8)</p> <p>CC Speaking and Listening</p> <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 with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> • Illustrate and label action verbs (Week 7) <p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures • Learn to follow classroom rules for conversation and discussion • Participate in group discussions • Learn appropriate listening and speaking skills • Ask and answer questions from teacher and classmates • Speak clearly and understandably 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Establishment of classroom rules and procedures • Expectations for Responsive Classroom activities such as Morning Meeting • Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills</p> <p>RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. (Week 2- 9)</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. d. Isolate and</p>	<p>CC Reading Foundational Skills Outcomes</p> <ul style="list-style-type: none"> • Identify /d/ at the initial and final positions in words (Week 7) • Identify /k/ at the initial position in words (Week 7) • Identify high frequency words • With support, build and read simple words with the sounds we have studied this year 	<p>Word Work</p> <ul style="list-style-type: none"> • Phonemic awareness and phonics letter Dd (Week 7) • Phonemic awareness and phonics letter Kk (Week 7) • High Frequency Words: <i>did see look,</i>

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	<p>pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF 3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Week 7 - 9)</p> <p>RF 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. (Week 7 - 9)</p> <p>RF 4- Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Listen to fluent reading. (Weeks 7 - 9) • Practice reading fluently. (Weeks 7 - 9) 	<p><i>and, gray</i></p> <ul style="list-style-type: none"> • Phonemic awareness and phonics: Review letters and sounds to this point. • High Frequency Words: <i>did see look, and, gray</i> • Review the High Frequency words to this point: 1st Qtr. Words plus the following: <i>have, is, to, a, the, little, am, we, my, like, green, at, as, orange, he for, white, in, it, brown, me, with, she, pink, by, an, can, black.</i> <p>Fluency</p> <ul style="list-style-type: none"> • Focus on accuracy and purpose • Echo reading, choral reading, independent oral reading • Practice reading “like talking” (e.g., smooth, expressive)
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	<p>shared language activities. (Weeks 1 -3) L2- 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. (Weeks 1-3) b. Recognize and name end punctuation. (Weeks 1-3) c. Write a letter or letters for most consonant and short vowel sounds (phoneme). d. Spell simple words phonetically drawing on knowledge of sound-letter relationships. L 5-With guidance and support from adults, explore word relationships and nuances in word meanings. (Weeks 1- 3) L 6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Weeks 1- 3)</p> <p>CC Speaking and Listening SL 1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Week 3) SL 6- Speak audibly and express thoughts, feeling, and ideas clearly.</p>	<ul style="list-style-type: none"> Participate in shared writing and group editing activities. (Weeks 1, 2, 3) Label my drawings using inventive spelling (Weeks 1, 2, 3) Recognize punctuation marks (Weeks 1, 2, 3) Begin to use invented spelling when writing (Weeks 1, 2, 3) <p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> Continuing to learn and follow classroom rules and procedures Continuing to learn and follow classroom rules for conversation and discussion Participate in group discussions Learn appropriate listening and speaking skill Ask and answer questions from teacher and classmates Speak clearly and understandably 	<ul style="list-style-type: none"> Letter formation (Weeks 1-3) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Continuation of classroom rules and procedures Expectations for Responsive Classroom activities such as Morning Meeting Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills RF 1- Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> Recognize high frequency words Identify /f/ at the initial and final positions in words (Week 1) With support, build and read simple words with sounds that we have studied so far. 	<p>Word Work</p> <ul style="list-style-type: none"> Phonemic awareness and phonics letter Ff (Week 1) Phonemic awareness and phonics letter Oo (Weeks 2,3)

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	<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 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds (phonemes) in 3 phoneme (CVC) words.</p> <p>RF 3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the 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., <i>all, one, zero, they, you, of, two, or, on, three</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF 4- Read emergent-reader texts with purpose and understanding. (Week 1 - 3)</p>	<ul style="list-style-type: none"> Identify /o/ at the initial and medial positions in words (Weeks 2,3) Identify the long and short sound for the vowel Oo. (Weeks 2,3) Change the initial, medial, or final sound to create a new word. (Weeks 2-3) <p>Fluency</p> <ul style="list-style-type: none"> Listen to fluent reading. (Weeks 1 - 3) Practice reading fluently. (Weeks 1 - 3) 	<ul style="list-style-type: none"> Substitute sounds to create new words High Frequency Words: <i>all, one, zero, they, you, of, two, or, on, three</i> <p>Fluency</p> <ul style="list-style-type: none"> Focus on accuracy and purpose Echo reading, choral reading, independent oral reading Practice reading “like talking” (e.g., smooth, expressive)
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Third Quarter	TNSS	Outcomes	Content
Weeks 4-6			

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Essential Questions:

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning?
How do we work as a community of readers and writers in our classroom?

<p>Reading Complex Texts</p>	<p>CC Literature RL1- With prompting and support, ask and answer questions about key details in a text. (Weeks 4-6) RL 2- With prompting and support, retell familiar stories, including key details. RL 3- With prompting and support, identify characters, settings, and major events in a story. RL 4- Ask and answer questions about unknown words in a text. (Weeks 4-6) RL 7- With prompting and support, describe the relationship between illustrations and the story in which they appear. (Week 6) RL 9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (Week 4) RL 10- Actively engage in group reading activities with purpose and understanding.</p>	<p>CC Literature</p> <ul style="list-style-type: none"> • Participate in discussions about read-alouds (Weeks 4-6) • Retell a story in sequential order using words such as <i>first</i>, <i>next</i>, and <i>last</i> to retell a story (Weeks 4-6) • Know that the things that happen in the <i>beginning</i>, <i>middle</i>, and <i>end</i> of a story are called the plot (Weeks 4-6) • Identify characters in a story (Weeks 4-6) • Describe how times of the day are alike and different from each other (Week 4) (Compare/Contrast) • With support, answer questions about characters (Weeks 4,6) • Use Amazing Words in a sentence (Weeks 4-6) • Use the illustrations, to make predictions. (Weeks 4-6) • With support, discuss where a story takes place (Weeks 5,6) • Describe the setting of a story using details from the text (Weeks 5, 6) • Use words and pictures to determine the setting (Weeks 5,6) • Use illustrations and text to draw conclusions about the story. (Week 6) 	<p>Comprehension skills:</p> <ul style="list-style-type: none"> • (Week 4) Sequence Review Compare and Contrast • (Week 5) Cause and Effect Review Plot • (Week 6) Sequence Review Draw Conclusions <p>Comprehension strategies:</p> <ul style="list-style-type: none"> • Preview and Predict • Recall and Retell • Compare and Contrast • Cause and Effect • Use Illustrations • Draw Conclusions <p>Vocabulary strategies:</p> <ul style="list-style-type: none"> • Building oral vocabulary through read alouds (Weeks 4-6) <p>Text Selections Short Pieces: RS Main selections from Unit 4: <i>Bunny Day (Week 4)</i> <i>My Lucky Day (Week 5)</i> <i>One Little Mouse (Week 6)</i></p>
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Subject English Language Arts Grade K Third Nine Weeks

<p>Writing to Texts</p>	<p>CC Writing W 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...) 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.</p>	<p>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Shared writing activities (Weeks 4-6) • Daily Journals • Draw and label pictures of animals (Week 6) • Draw, dictate and write to show the sequence of the story (Weeks 4-6) • 	<p>Daily/weekly writing:</p> <ul style="list-style-type: none"> • Draw and Label • Letter formation • Journal
<p>Research Support (Begins in 3rdGrade for PARCC accountability)</p>	<p>No Research Project this 3 Weeks</p>		
<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Weeks 4-6) a. Print many upper- and lowercase letters. (Weeks 4-6) b. Use frequently occurring nouns and verbs. f. Produce and expand complete sentences in shared language activities. (Weeks 4-6) L2- 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. (Weeks 4-6) b. Recognize and name end punctuation. (Weeks 4-6) c. Write a letter or letters for most consonant and short vowel sounds (phoneme). (Weeks 4-6)</p>	<ul style="list-style-type: none"> • Print all upper- and lower-case letters (Weeks 4-6) • Name all upper- and lower-case letters (Weeks 4-6) • Identify the naming part (noun) and action part (verb) of sentences. (Weeks 4-6) • Write or Dictate sentences. (Weeks 4-6) • Participate in shared writing and group editing activities. (Weeks 4-6) • Label my drawings using inventive spelling (Weeks 4-6) • Recognize punctuation marks (Weeks 4-6) • Begin to use invented spelling when writing (Weeks 4-6) 	<p>Language Arts:</p> <ul style="list-style-type: none"> • Identify naming part of a sentences (Weeks 4-6) • Identify action part of a sentences (Weeks 4-6) • Write and/or dictate sentences. (Weeks 4-6) • Phonetically spell words. (Weeks 4-6) • Letter formation (Weeks 4-6)

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	<p>d. Spell simple words phonetically drawing on knowledge of sound-letter relationships. (Weeks 4-6) L 5-With guidance and support from adults, explore word relationships and nuances in word meanings. (Weeks 4-6) L 6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Weeks 4-6)</p> <p>CC Speaking and Listening SL 1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL 6- Speak audibly and express thoughts, feeling, and ideas clearly.</p>	<p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures • Learn to follow classroom rules for conversation and discussion • Participate in group discussions • Learn appropriate listening and speaking skills • Ask and answer questions from teacher and classmates • Speak clearly and understandably 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Continuation of classroom rules and procedures • Expectations for Responsive Classroom activities such as Morning Meeting • Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills RF 1- Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> • Recognize high frequency words • Identify /h/ at the initial position in words (Week 4) • Identify /l/ at the initial and final positions in words (Week 5) • Identify consonant blends at the initial and final position in words (Week 6) • Change the initial, medial, or final sound to create a new word. (Weeks 4-6) • With support, build and read simple words with sounds that we have studied so far. (Weeks 4-6) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (Weeks 4-6) 	<p>Word Work</p> <ul style="list-style-type: none"> • Phonemic awareness and phonics letter Hh (Week 4) • Phonemic awareness and phonics letter Ll (Week 5) • Phonemic awareness and phonics consonant blends (Week 6) • Substitute sounds to create new words • High Frequency Words: <i>are, that, do, four, five, not, six, seven</i>

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	<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds (phonemes) in 3 phoneme (CVC) words.</p> <p>RF 3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the 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., <i>are, that, do, four, five, not, six, seven</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF 4- Read emergent-reader texts with purpose and understanding. (Weeks 1 - 3)</p>	<p>Fluency</p> <ul style="list-style-type: none"> Listen to fluent reading. (Weeks 4 - 6) Practice reading fluently. (Weeks 4 - 6) 	<p>Fluency</p> <ul style="list-style-type: none"> Focus on accuracy and purpose Echo reading, choral reading, independent oral reading Practice reading “like talking” (e.g., smooth, expressive)
Third Quarter	TNSS	Outcomes	Content
Weeks 7-9			
Essential Questions:			

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Subject English Language Arts Grade K Third Nine Weeks

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in our classroom?

<p>Reading Complex Texts</p>	<p>CC Literature RL1- With prompting and support, ask and answer questions about key details in a text. (Weeks 1-3) RL 2- With prompting and support, retell familiar stories, including key details. RL 3- With prompting and support, identify characters, settings, and major events in a story. RL 4- Ask and answer questions about unknown words in a text. (Weeks 1, 2, 3) RL 7- With prompting and support, describe the relationship between illustrations and the story in which they appear. (Week 3) RL 9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (Week 1) RL 10- Actively engage in group reading activities with purpose and understanding.</p> <p>CC Informational Text RI-1-With prompting and support ask and answer questions about key details in a text. (Week 8) RI-3 With prompting and support, identify the main topic and retell key details of text. (Week 8) RI 4- With prompting and support, ask and answer questions about unknown words in a text. (Week 8) RI-10 Actively engage in group reading activities with purpose and understanding. (Week 8)</p>	<p>CC Literature Outcomes</p> <ul style="list-style-type: none"> • Participate in discussions about read-alouds (Weeks 7,9) • Use pictures to help retell a story in order. (Weeks 7,9) • Know that the things that happen in the <i>beginning</i>, <i>middle</i>, and <i>end</i> of a story are called the plot. (Weeks 7,9) • Identify characters in a story. (Weeks 7,9) • Describe how characters are alike and different from each other (Week 7) (Compare/Contrast) • With support, answer questions about characters (Weeks 7,9) • Use Amazing Words in a sentence (Weeks 7-9) • Make predictions about text (Weeks 7,9) • Use the illustrations, to make predictions. (Weeks 7,9) • With support, discuss where a story takes place (Weeks 7,9) • Describe the setting of a story using details from the text (Weeks 7,9) • Use words and pictures to determine the setting (Weeks 7,9) • Use illustrations and text to draw conclusions about the story. (Weeks 7,9) • Compare and contrast events in the story (Realism/Fantasy) (Week 9) <p>CC Informational Text Outcomes</p> <ul style="list-style-type: none"> • Use pictures and words to draw conclusions about a reading selection • Identify the main idea • Tell how the animals are alike (Classify and Categorize) • Use pictures to recall and retell key information from a reading selection 	<p>Comprehension skills:</p> <ul style="list-style-type: none"> • (Week 7) Character Review Setting • (Week 8) Classify and Categorize, Review Main Idea • (Week 9) Setting , Review Realism and Fantasy <p>Comprehension strategies:</p> <ul style="list-style-type: none"> • Preview & Predict • Recall & Retell • Visualize <p>Vocabulary strategies: Build oral vocabulary through read alouds</p> <p>Text Selections/Short Piece:</p> <p>RS Main selections from Unit 4: <i>Goldilocks and the Three Bears</i> (week 7) <i>If You Could Go to Antarctica</i> (week 8) <i>Abuela</i> (Week 9)</p>
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<p>Writing to Texts</p>	<p>CC Writing W 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...) W 2- Use a combination 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. (Week 8) 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.</p>	<p>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Shared writing activities (Weeks 7-9) • Daily Journals (Weeks 7-9) • Draw, dictate and write to supply information about the topic (Week 8) 	<p>Daily/weekly writing:</p> <ul style="list-style-type: none"> • Draw and Label • Letter formation • Journal
<p>Research Support Begins in 3rd Grade or PARCC (accountability)</p>	<p>No Research Project this 3 Weeks</p>		
<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Weeks 7-9) a. Print many upper- and lowercase letters. (Weeks 7-9) b. Use frequently occurring nouns and verbs. f. Produce and expand complete sentences in shared language activities. (Weeks 7-9) L2- 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. (Weeks 7-9) b. Recognize and name end punctuation. (Weeks 7-9) c. Write a letter or letters for most consonant and short vowel sounds (phoneme). (Weeks</p>	<ul style="list-style-type: none"> • Print all upper- and lower-case letters (Weeks 7-9) • Name all upper- and lower-case letters (Weeks 7-9) • Identify the naming part (noun) and action part (verb) of sentences. (Weeks 7-9) • Write or Dictate sentences(Weeks 7-9) • Participate in shared writing and group editing activities. (Weeks 7-9) • Label my drawings using inventive spelling ((Weeks 7-9) • Recognize punctuation marks (Weeks 7-9) • Begin to use invented spelling when writing (Weeks 7-9) 	<p>Language Arts:</p> <ul style="list-style-type: none"> • Identify telling sentences (Weeks 7-9) • Identify sentence starts with a capital letter and ends with a punctuation mark (Weeks 7-9) • Identify pronoun I (Weeks 7-9) • Write and/or dictate sentences. (Weeks 7-9) • Phonetically spell words. (Weeks 7-9) • Letter formation (Weeks 7-9)

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Subject English Language Arts Grade K Third Nine Weeks

	<p>(Weeks 7-9) d. Spell simple words phonetically drawing on knowledge of sound-letter relationships. (Weeks 7-9) L 5-With guidance and support from adults, explore word relationships and nuances in word meanings. (Weeks 7-9) L 6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Weeks 7-9) L 6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ((Weeks 7-9)</p> <p>CC Speaking and Listening SL 1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Learn to follow classroom rules and procedures • Learn to follow classroom rules for conversation and discussion • Participate in group discussions • Learn appropriate listening and speaking skills • Ask and answer questions from teacher and classmates • Speak clearly and understandably 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Continuation of classroom rules and procedures • Expectations for Responsive Classroom activities such as Morning Meeting • Group behaviors, classroom routines and procedures, collaborative conversations
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills RF 1- Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> • Recognize high frequency words • Identify /g/ at the initial and final positions in words (Week 7) • Identify /e/ at the initial and medial positions in words (Weeks 8, 9) • Identify the long and short sound for the vowel Ee. (Weeks 8,9) • Change the initial, medial, or final sound to create a new word. (Weeks 7-9) • With support, build and read simple words with sounds that we have studied so far. (Weeks 7-9) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (Weeks 7-9) 	<p>Word Work</p> <ul style="list-style-type: none"> • Phonemic awareness and phonics letter Gg (Week 7) • Phonemic awareness and phonics letter Ee (Weeks 8,9) • Substitute sounds to create new words • High Frequency Words: <i>has, had, eight, go, here, from, nine, ten</i>

	<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds (phonemes) in 3 phoneme (CVC) words.</p> <p>RF 3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the 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., <i>has, had, eight, go, here, from, nine, ten</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF 4- Read emergent-reader texts with purpose and understanding. (Weeks 7- 9)</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Listen to fluent reading. (Weeks 7 - 9) • Practice reading fluently. (Weeks 7 - 9) 	<p>Fluency</p> <ul style="list-style-type: none"> • Focus on accuracy and purpose • Echo reading, choral reading, independent oral reading • Practice reading “like talking” (e.g., smooth, expressive)
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Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

Fourth Quarter	TNSS	Outcomes	Content
Weeks 1-3			
Essential Questions: <i>How do people and things get from here to there? Why do we need many kinds of transportation? What are the different ways of going places? What kinds of transportation help us in an emergency? What kinds of transportation help people on their jobs? How do people around the world travel or go?</i>			
Reading Complex Texts	<p>CC Literature RL 3- With prompting and support, identify characters, settings, and major events in a story. RL 5- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL 4- Ask and answer questions about unknown words in a text.</p> <p>Informational Text RI 1- With prompting and support, ask and answer questions about key details in a text. RI 3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI 8- With prompting and support, identify the reasons an author gives to support points in a text. RI 9- With prompting and support, identify the reasons an author gives to support points in a text. RI 10- Actively engage in groups reading activities with purpose and understanding.</p> <p>CC Literature (week 3) RL 1- With prompting and support, ask and answer questions about key details in a text. (Week 3) RL 9- With prompting and support, compare</p>	<p>CC Literature Outcomes</p> <ul style="list-style-type: none"> Discuss the difference between realistic stories and fantasies Find examples of realism and fantasy in stories (make a list of the make believe things the characters do in the story) Use graphic organizer so that students can recall various ways the characters traveled. Identify what happens in the beginning, middle, and end of a story (plot) Transportation can take many forms Use Amazing Words in a sentence (e.g. choose four Amazing words using the four square writing method) Use grade appropriate vocabulary when speaking Ask and answer questions about unknown words in a text with prompting and support Discuss new /multiple meanings for familiar words (like <i>train</i> also meaning <i>subway</i>) <p>CC Informational Text Outcomes (week 2)</p> <ul style="list-style-type: none"> Recognize cause and effect Recall and retell story events in order, with support Identifies reasons an author gives to support points in a text, with prompting and support (week 2) <p>CC Literature Outcomes (week3)</p> <ul style="list-style-type: none"> Tell how things are alike and different Compare and contrast characters and events 	<p>Comprehension skills:</p> <ul style="list-style-type: none"> Realism and Fantasy (Week 1) Review plot Focus genre: Informational text / wk2 Cause and effect; review sequence (Week 2) (Week 3) Compare and contrast; review draw conclusions <p>Comprehension strategies:</p> <ul style="list-style-type: none"> Check realism and fantasy Make connections Retell familiar story & key details make connections Look for evidence Ask questions Prove it <p>Vocabulary</p> <ul style="list-style-type: none"> Building oral vocabulary through read alouds <p>Amazing Words Text Selections/Short Piece:</p> <p>RS Main selections from Unit 5: <i>Max Takes The Train (week 1)</i> <i>Mayday! Mayday! (week 2)</i> <i>Messenger, Messenger (week 3)</i> PARCC says Literary Texts for Read Aloud Read aloud/close reading of a story or poem; TNSS performance task for literature (see Appendix B) "April Rain</p>

RS-Reading Street

RS website www.pearsonsuccessnet.com

Shelby County Schools 2013-2014

Curriculum Map

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	and contrast the adventures and experiences of characters in familiar stories. (Week 3)	<ul style="list-style-type: none"> Use details from the story to draw conclusions 	<p>Song by Langston Hughes</p> <p>Extended Text: Students read two separate texts. <i>Read Signs</i> by Tana Hoban (RL.K.2) and the poem "Celebration" By Alonzo Lopez (RL.K.5) See TNSS performance task under "Writing"</p>
<p>Writing to Texts</p>	<p>CC Writing CC Writing 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. (Week 1, 2, 3) W 3-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. (Week 1, 2, 3) W 5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Week 1, 2, 3) W 6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (Week 1, 2, 3) 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). (Week 3)</p>	<p>CC Writing Outcomes (Weeks 1-3)</p> <ul style="list-style-type: none"> Write sentences about the story Daily Journals Write/dictate a sentence telling whether this story is real or make believe and give a reason from the text to support your evidence. (Week 1, &2) Draw pictures using opposites and label my drawings (Week 3) Write sentences about make-believe things in the story Edit sentences for capital letters, periods, and question marks Form letters correctly Space adequately between words Write two sentences about a topic, with support Participate in shared writing experiences Begin to use technology, with assistance, to write 	<p>Daily/ Weekly writing:</p> <ul style="list-style-type: none"> Write simple sentences that correlate with illustration & supports topic. Shared-questions Modeled-write about the story Interactive-sentences Independent-write and draw
<p>Research Support (Begins in 3rd Grade for PARCC accountability)</p>	<p>No Research Project this 3 Weeks</p>		

Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (Weeks 1, 2, 3) f. Produce and expand complete sentences in shared language activities. L 2- 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. (Weeks 1, 2, 3) L 4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck). (week 1) CC Speaking and Listening SL 1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small</p>	<p>CC Language Outcomes</p> <ul style="list-style-type: none"> Participate in shared writing and group editing activities (Weeks 1-3) Recognize and write questions (Weeks 1, 2, 3) Recognize and use uppercase letters, periods, and question marks Weeks 1, 2, 3) Print and name all upper- and lower-case letters Weeks 1, 2, 3) Begin to use invented spelling when writing Weeks 1, 2, 3) Writing and forming simple sentences. Weeks 1, 2, 3) Use commas to write dates (Week 3) Recognize and write dates (Week 3) <p>CC Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> Ask and answer questions Speak audibly and clearly 	<p>Language Arts:</p> <p>Language Questions Question marks and uppercase letters Write and read dates</p> <p>Vocabulary strategies: Building oral vocabulary through read aloud (Weeks 1-3) Illustrate multiple meaning words Illustrate Amazing words with four square writing model Ask and Answer questions</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Listens attentively and responds
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Subject English Language Arts Grade K Fourth Nine Weeks

	<p>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. (week 1&3)</p> <p>SL 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. (Week 3)</p> <p>SL 5- Add drawings or other visual displays to descriptions as desired to provide additional detail. (week 2)</p> <p>SL 6- Speak audibly and express thoughts, feelings, and ideas clearly. (Week 1,2,3)</p>		<p>appropriately</p> <ul style="list-style-type: none"> Listen to poems Ask and answer questions
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills</p> <p>RF 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. ((Week 2,3)</p> <p>RF 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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.* (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 words. Week (1,2,3)</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> Identify words with the /j/ & /w/ sound (Week 1) Recognize that the /j/ sound is made by Jj (Week 1) Recognize that the /w/ sound is made by Ww (Week 1) Isolate and produce the beginning, middle, and ending sounds of three-sound words (Week 1,2,3) With support, build, read, and write simple (CVC) words with the sounds we have studied this year (Week 1,2,3) Recognize and produce all 5 short vowel sounds Identify words with the /ks/ sound (Week 1,2,3) Recognize that the /ks/ sound is made by Xx (Week2) Identify words with the /u/ sound (Week2) Recognize that the /u/ sound is made by Uu (Week2) Recognize that the /ks/ sound is made by Xx (Week2) Read at least 70 high-frequency words by sight (70 out 85 to master fluency on the report card marking) (Week 1,2,3) Listen to fluent reading (Week 1,2,3) Participate in choral reading activities 	<p>Word Work</p> <p>Word Work</p> <ul style="list-style-type: none"> Phoneme isolation /j/ and /w/ (Week 1) Connect /j/ to Jj Connect /w/ to Ww Review /e/ to Ee <p>High Frequency Words: <i>yellow, blue, green</i></p> <ul style="list-style-type: none"> Phoneme isolation /ks/ (Week 2) Connect /ks/ to Xx Review connect /w/ to Ww Review connect /j/ to Jj Phoneme isolation /u/ (Week 3) Connect /u/ to Uu Review connect /ks/ to Xx <p>High Frequency Words: what, said, was</p> <p>Fluency (week 1-3)</p> <ul style="list-style-type: none"> Modeled fluency

Curriculum Map

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	<p>RF 3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Week (1,2,3)</p> <p>b. Associate the long and short sounds with 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 4- Read emergent-reader texts with purpose and understanding. Week (2 &3)</p>	<ul style="list-style-type: none"> • Read independently (Week 1,2,3) • Follow words left to right, top to bottom, and page by page (Week 1,2,3) 	<ul style="list-style-type: none"> • Choral reading • Individual reading • Print Concepts-directionality
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Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

Fourth Quarter	TNSS	Outcomes	Content
Weeks 4-6			
<p>Essential Questions: <i>What kind of work do trains do? Why are trains an important kind of transportation? How do people from around the world travel or go? Why do we need many ways to travel? How do children from around the world travel?</i></p>			
<p>Reading Complex Texts</p>	<p>CC Literature</p> <p>RL 1- With prompting and support, ask and answer questions about key details in a text. (Week 4 & 6)</p> <p>RI 2- With prompting and support, identify the main topic and retell key details of a text.</p> <p>RL 3-With prompting and support, identify characters, settings, and major events in a story. (Week 4)</p> <p>CC Informational Text (Week 5) CC Informational Text RI 1- With prompting and support, ask and answer questions about key details in a text. RI 2- With prompting and support, identify the main topic and retell key details of a text.</p>	<p>CC Literature</p> <ul style="list-style-type: none"> • Preview a story and make predictions (Week 1,2,3) • Justify predictions using details from the story (Week 1,2,3) • Recognize that a plot includes a beginning, middle, and end (week 1 & 3) • Recall story events in order (Week 1, 2, 3) • Describe the problem in a story and tell how it was solved • Identify and describe characters from a story (Week 1,2,3) <p>CC Informational Text</p> <ul style="list-style-type: none"> • Preview a story and make predictions • Draw conclusions using details from the story • Use pictures to recall and retell a story (Week 2 & 3) • Describe the main idea (theme) of a story (Week 2 & 3) 	<p>Comprehension skills: Main Selection: <u>The Little Engine that Could</u>. (Week 4)</p> <ul style="list-style-type: none"> • Focus genre: Classic Fantasy • Comprehension skills: plot; review character <p>Main Selection: <u>On the Move!</u> (Week 5)</p> <ul style="list-style-type: none"> • Focus genre: Informational Text • Comprehension skill: main idea; review cause and effect <p>Main Selection: <u>This Is the Way We Go to School</u></p> <ul style="list-style-type: none"> • Focus genre: Fiction • Comprehension skill: Draw conclusions; review main idea • Comprehension strategies: preview and predict; recall and retell <p>Comprehension strategies:</p> <ul style="list-style-type: none"> • set purpose for reading • preview • predictions • recall and retell stories • make connections • summarize • answer questions • visualize • ask questions • story structure

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			<p>Vocabulary strategies:</p> <ul style="list-style-type: none"> • Building oral vocabulary through read alouds (Weeks 3-6) • High Frequency Words <p>Text Selections Short Pieces: RS Main selections from Unit 6: <i>The Little Engine That Could?</i> (Week 4) <i>On the Move</i> (Week 5) <i>This Is The Way We Go to School</i> (Week 6)</p> <p>PARCC says Literary Texts for Read Aloud Read aloud/close reading of a story or poem; TNSS performance task for literature (see Appendix B, p. 28) Extended Text: Students read two separate texts. See Signs by Tana Hoban RL.K.1) and the poem <i>By Celebration</i> by Alonzo Lopez (RL.K.5) See TNSS performance task under "Writing" Core State Standards, p. 28)</p>
Writing to Texts	<p>CC Writing W 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...) Week 4,5,6 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.(Week5 & 6)</p>	<p>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Write or dictate sentences using nouns (Week 4,& 5) • Illustrate sentences (Week 4-6) • Shared writing activities (Weeks 4-6) • Daily Journals (Week 4,5,6) • Illustrate environmental signs we may see on the way to school (e.g. stop, school crossing, railroad crossing sign, etc.) (Week 6) • Write or dictate sentences using verbs (Week 6) • Illustrate sentences (Week 6) 	<p>Daily/weekly writing:</p> <ul style="list-style-type: none"> • Brainstorm • Shared-sentences using nouns • Modeled-sentences about the story • Interactive- sentences about the story; "report" about transportation and signs for transportation Independent-sentence about the story (illustrate) Extending

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	<p>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. (Week 4)</p> <p>W7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (Week 5)</p>		<p>Take a walk around school (inside and out) and look for different kinds of signs.</p> <p>demonstrate the ability to read environmental print .</p> <p>Sort ,Classify examples of environmental print of signs that label ways to travel by land, air and water and illustrate a environmental sign.</p>
<p>Research Support (Begins in 3rd Grade for PARCC accountability)</p>			<p>Factual report Connect Social Studies text to self Using Tana Hoban, "I See Signs".</p>
<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Week 4, 5,6) a. Print many upper- and lowercase letters. (Weeks 4-6) b. Use frequently occurring nouns and verbs. (Week 5) f. Produce and expand complete sentences in shared language activities. (Weeks 5) L2- 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. (Week 4, 5, 6) b. Recognize and name end punctuation. (Week 4, 5, 6,)</p>	<ul style="list-style-type: none"> Identify nouns in sentences (Week 4,5,6) Use nouns when speaking and writing (Week 4,5,6) Use invented spelling (Week 4,5,6) Form letters correctly (Week 4,5,6) Participate in group editing (Week 4,5,6) Ask questions about unfamiliar words (Week 4,5,6) Recognize story words (Week 4,5,6) Brainstorm different ways that we can "go (Week 4&5) Sort different types of homes into categories (week 6) Discuss different kinds of transportation (Week 4,5,6) 	<p>Language Arts:</p> <ul style="list-style-type: none"> Nouns in sentences (Week 4&5) Editing group writing for grammar and mechanics Letter formation Building oral vocabulary through read alouds (Weeks 4-6) Amazing Words use four square writing forma to develop voc. t(Weeks 4-6) Building oral vocabulary through read alouds (Weeks 4-6) Nouns for people and animals (Week5) Letter formation Use words to describe location, size, color, and shape (Weeks 4-6)

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	<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Week 4)</p> <p>L 3-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. . (Weeks 4-6)</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing straw is utensils to drink with and learning straw means fabric). (Week 6)</p> <p>L4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meaning for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb for duck)</p> <p>L 5-With guidance and support from adults, explore word relationships and nuances in word meanings. (Week,)</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (Week 4 - 6)</p> <p>L6- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC Speaking and Listening</p> <p>SL 1- Participate in collaborative conversations with diverse partners about grade 1 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 with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> • Follow classroom rules and procedures • Follow classroom rules for conversation and discussion • Participate in group discussions • Use appropriate listening and speaking skills • Ask and answer questions about the setting of a story that was read aloud • Retell a story that was read aloud in the correct sequence 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listens attentively and responds appropriately • Participates actively in groups • Listen for plot • Discuss and orally retell plot (beginning, middle & end) • Discuss what people and places and things you will see on the way to school.
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	<p>SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL 6- Speak audibly and express thoughts, feeling, and ideas clearly.</p>		
<p>Reading Foundational Skills</p>	<p>CC Reading Foundational Skills</p> <p>RF1- Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print (Week 6)</p> <p>RL 2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) (Week 4,5,6)</p> <p>RF 3- 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. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Week 4,5,6)</p> <p>RF 4- Read emergent-reader texts with purpose and understanding. (Week 4,5,6)</p>	<p>CC Reading Foundational Skills</p> <ul style="list-style-type: none"> Identify initial and medial /u/ (Week 4) Connect /u/ to Uu (Week 4) Blend and read words with the sounds we have learned (Week 4,5,6) Read high-frequency words (Week 4,5,6) Write upper and lowercase Uu, (Week 4) Name most upper- and lower-case letters Read decodable text. (Week 4,5,6) Identify initial and final /v/ (Week 5) Connect /v/ to Vv (Week 5) Identify initial and final /z/ Connect /z/ to Zz Write upper and lowercase Vv & Zz (Week 5) Identify initial /y/ (Week 6) Connect /y/ to Yy Identify initial /kw/ Connect /kw/ to Qq (Week 6) Write upper and lowercase Yy and Qq <p>Fluency</p> <ul style="list-style-type: none"> Listen to fluent reading (Week 4-6) Participate in shared writing and group editing activities (Week 4-6) 	<p>Word Work</p> <ul style="list-style-type: none"> Phonemic awareness and phonics: /u/ Uu; review Aa, Bb, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Ww, Xx (Week 4) High-frequency words: <i>what, said, was</i> (Week 4) Phonemic awareness and phonics: /v/ Vv, /z/ Zz; review /u/ Uu (Week 5) High Frequency Words: <i>where, come</i> /y/ Yy, /kw/ Qq; review /v/ Vv, /z/ Zz (Week 6) High Frequency Words: <i>where, come</i>

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Subject English Language Arts Grade K Fourth Nine Weeks

Second Quarter	TNSS	Outcomes	Content
Weeks 7-9			
<p>Essential Questions: <i>What kinds of homes do people around the world build? Why do people from around the world homes differ?</i></p>			
<p>Reading Complex Texts</p>	<p>CC Literature RI 1- With prompting and support, ask and answer questions about key details in a text (.Week 7) RL 2- With prompting and support, retell familiar stories, including key details. (Week 8,9) RI 3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (Week 7,89)</p> <p>CC Informational Text (Week 7) RI 1- With prompting and support, ask and answer questions about key details in a text. RI 3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CC Literature</p> <ul style="list-style-type: none"> Preview a story and make predictions Justify predictions using details from the story Tell how things are alike and different (compare and contrast) Draw conclusions using details from the story <p>Examine text features of nonfiction (like the Table of Contents)</p> <p>Informational Text (Week 7)</p> <ul style="list-style-type: none"> Preview a story and make predictions Justify predictions using details from the story Tell how things are alike and different (compare and contrast) Draw conclusions using details from the story Examine text features of nonfiction (like the Table of Contents) <p>Week 8)</p> <ul style="list-style-type: none"> Recognize text structure for informational text Identify the main idea ("big idea") Use pictures to recall and retell information from the selection <p>Determine cause and effect</p>	<p>Comprehension skills: Main Selection: <u>Homes Around the World</u> (Week 7)</p> <ul style="list-style-type: none"> Focus genre: Informational Text Comprehension skills: compare and contrast; review drawing conclusions <p>Main Selection: <u>Old McDonald has a Workshop</u> (Week 8)</p> <ul style="list-style-type: none"> Focus genre: Animal fantasy Comprehension skill: character; review plot <p><u>& Building Beavers</u> (Week 8)</p> <ul style="list-style-type: none"> Focus genre: Informational text Comprehension skill: main idea; review cause and effect <p>Main Selection: <u>The Night Worker</u> (Week 9)</p> <ul style="list-style-type: none"> Focus genre: Realistic fiction Comprehension skill: plot; review draw conclusions <p>Comprehension strategies:</p> <ul style="list-style-type: none"> Visualize Recall and retell story Preview and predict recall and retell story make connections text structure answer questions

Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

			<p>Vocabulary strategies:</p> <ul style="list-style-type: none"> • Building oral vocabulary through read alouds (Weeks 7-9) • Amazing Words • High Frequency Words <p>Fluency</p> <ul style="list-style-type: none"> • Modeled fluency • Choral reading • Individual reading <p>Text Selections Short Pieces: <i>Animal Homes</i> (Week 8) <i>Compare and contrast the different kind of animal homes & location</i></p> <p>PARCC says Literary Texts for Read Aloud Read aloud/close reading of a story or poem; TNSS performance task for literature (see Appendix B)</p> <p>Extended Text: Read aloud/close reading of <i>Animal Homes</i> or <i>Celebration</i> by Tana Hoban; TNSS (RL.K.2) Reread one of the works of nonfiction informational text <i>Homes Around the World</i> and have students compare the beavers home to a clay mud hut home. (RL K.3). Prompt and support them, as needed.</p>
Writing to Texts	<p>CC Writing 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. (Week ,8, 9) W 5-With guidance and support from adults,</p>	<p>CC Writing Outcomes</p> <ul style="list-style-type: none"> • Shared writing activities(e.g., What tools would you use in a woodshop?) • (Week 7,8,9)) • Daily Journals (Week 7,8,9)) • Write or dictate sentences using verbs that add –s (Week 7) • Illustrate sentences 	<p>Writing(Week 7)</p> <ul style="list-style-type: none"> • Shared-write sentences with verbs that add -s • Modeled-write sentences about the story • Interactive- alliterative sentences • Independent-write or dictate sentences

Curriculum Map

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	<p>respond to questions and suggestions from peers and add details to strengthen writing as needed. (Week8, 9)</p> <p>W 8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Week 7)</p>	<ul style="list-style-type: none"> • Draw and label pictures of people and customs from around the world (Week 7,8) • Dictate and write complete sentences in response to questions asked Illustrate sentences • Dictate and write questions (Week 9) Illustrate questions 	<p>about the story</p> <ul style="list-style-type: none"> • Interactive-research report • Independent-story with at least 3 sentences (Week 8) • Shared-write sentences using adjectives (e.g. describe the characters in the story) • Modeled-write sentences about the story • Interactive-write a song • Independent-write sentences about which character was your favorite (Week 8) • Shared-questions (Week 9) • Modeled-sentences about the story; questions • Interactive-questions, story • Independent-sentences about the story (write and illustrate
<p>Research Support (Begins in 3rd Grade for PARCC accountability)</p>	<p>W 7- Participate in shared research and writing projects (e.g Students will refer to informational text to write facts about beaver habitats and students will build a diorama of beaver habitat or create a beaver habitat.</p>	<p>Students will pull facts and activate prior knowledge of beaver facts and build a habitat with two beaver facts sentence.</p>	<p>Factual report Connect Social Studies text to <i>Beavers</i></p>
<p>For Reading and Writing in Each Module</p>	<p>CC Language L 1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (Week 9) L 2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Week 9)</p>	<p>CC Language Outcomes</p> <ul style="list-style-type: none"> • Use verbs with –s in sentences (Week 7) • Use invented spelling (7,8,9) • Form letters correctly (7,8,9) • Participate in group editing Ask questions about unfamiliar words (Week 8) • Recognize story words (7,8,9) • Discuss and Sort words into categories • Identify telling sentences (Week 8) 	<p>Language Arts</p> <ul style="list-style-type: none"> • Building oral vocabulary through read alouds (Week 7 – 9)) • Amazing Words (Week 7 – 9) • Speaking in complete sentences Language • Questions (Week 8,9) • Editing group writing for grammar and mechanics (Week 7,8,9)

Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

	<p>a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L 5- With guidance and support from adults, explore word relationships and nuances in word meanings. (Week 8) a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L 6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. L 5- 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. (Week 8)</p> <p>CC Speaking and Listening (Week 7,8,9) SL 1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (Week 7,8,9) b. Continue a conversation through multiple exchanges. SL 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. (Week 7,8) SL 6- Speak audibly and express thoughts,</p>	<ul style="list-style-type: none"> Recognize that telling sentences end with periods Participate in group editing (Week 7,8,9) Identify questions (Week 9) Recognize that questions end with question marks (Week 9) Use invented spelling (Week 7,8,9) Form letters correctly (Week 7,8,9) <p>Speaking and Listening Outcomes</p> <ul style="list-style-type: none"> Follow classroom rules and procedures Follow classroom rules for conversation and discussion Participate in group discussions Use appropriate listening and speaking skills Perform an oral recitation Describe a character in detail Perform an oral recitation (Week 7, 8) 	<p style="text-align: center;">S</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Listens attentively and responds appropriately Participates actively in groups Recite a nursery rhyme, poem, or other text (like the Pledge of Allegiance) Description of a character orally.
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Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

<p>Reading Foundational Skills</p>	<p>feelings, and ideas clearly. Week 9)</p> <p>CC Reading Foundational Skills</p> <p>RF1- Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print (Week7& 8)</p> <p>RI 3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (Wee7& 8,)</p> <p>RF 4- Read emergent-reader texts with purpose and understanding.</p> <p>RI 2- With prompting and support, identify the main topic. and retell key details of a text (Week 8)</p>	<p>Week 7</p> <ul style="list-style-type: none"> Identify initial and medial /a/ Connect /a/ to Aa Identify initial and medial /i/ Connect /i/ to Ii Blend and read words with the sounds we have learned Read high-frequency words <p>Write upper and lowercase letters</p> <p>Week 8</p> <ul style="list-style-type: none"> Identify initial and medial /o/ Connect /o/ to Oo Blend and read words with the sounds we have learned Add and substitute sounds to make new words Read high-frequency words Write upper and lowercase letters Identify initial and medial /e/ Connect /e/ to Ee Read decodable text Demonstrate understanding that words are separated by spaces in print <p>Week 9</p> <ul style="list-style-type: none"> Identify initial and medial /u/ Connect /u/ to Uu Blend and read words with the sounds we have learned Add and substitute sounds to make new words Blend and read words with the sounds we have learned Read at least 40 high-frequency words Explore long vowel sounds and the use of y as a vowel Distinguish between words that are spelled similarly <p>Write upper and lowercase letters</p> <p>Fluency</p> <ul style="list-style-type: none"> Read decodable text 	<p>Word Attack (Week 7)</p> <ul style="list-style-type: none"> Phonemic awareness and phonics: Blend phonemes, /a/ Aa, /i/ Ii; review /y/ Yy and /kw/ Qq High Frequency Words: <i>me, with, she</i> <p>(Week 8)</p> <ul style="list-style-type: none"> Phonemic awareness and phonics: Blend phonemes, /o/ Oo; review /a/ Aa, /i/ Ii High Frequency Words: review all and reteach, if needed Phonemic awareness and phonics: Blend phonemes, /e/ Ee; review /o/ Oo High Frequency Words: review all and reteach, if needed <p>(Week 9)</p> <ul style="list-style-type: none"> Phonemic awareness and Phonics: Blend phonemes, /u/ Uu; review /e/ Ee High Frequency Words: review all and reteach, if needed <p>Fluency (Week 7-9)</p> <ul style="list-style-type: none"> Modeled fluency
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Curriculum Map

Subject English Language Arts Grade K Fourth Nine Weeks

		<ul style="list-style-type: none">• Demonstrate understanding that words are separated by spaces in print• Read one-syllable words (CVC words)	<ul style="list-style-type: none">• Choral reading• Individual reading
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