# KDG Grade ELA Curriculum Map (1st Quarter)

# Cluster: Literature Skills

#### Standard(s)

- K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support)
- .RL.2: With prompting and support, retell familiar stories, including key detail. (Introduce & Support)
- K.RL.3: With prompting and support, identify characters, settings and major events in a story. (Introduce & Support)
- K.RL.4: Ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RL.5: Recognize common types of text (e.g., storybooks, poems) (Introduce & Support)
- K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce & Support)

N.N.L.O. With prohipting and support, name the adultor and musicator of a story and define the role of each in terming the story. (Introduce & Support)				
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can identify characters in a story.	character, setting, connection, author, illustrator,			20
I can identify the setting of a story.		savvas learning unit 1, mentor texts, anchor charts, IReady,	Unit assessment, Teacher created assessments, Weekly	Daily review of standards
I can identify major events in a story.		teacher created, Teachers pay Teachers, Seasaw, MyOn,		
I can tell the plot of a story.	informational, illustration, retell, key details,	Literacy Centers,	informal assessments, Exit slips	
I can ask and answer questions abput a text.		hubbardscupboard.org		
I can identify the author and illustrator of a story and their job.				

#### Cluster: Informational Text

# Standard(s)

- K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Introduce & Support)
- K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. (Introduce & Support)
- K.RI.4: With prompting and support ask and answer questions about unknown text.
- K.RI.5: Identify the front cover, back cover and title page of a book
- K.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. (Introduce & Reinforce)
- K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Introduce & Reinforce)
- K.RI.10: Actively engage in-group reading activities with purpose and understanding. (Introduce & Support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days	
I can identify the front cover, back cover, and title page of a book.	connection, real life, discussion, informational, specific, identify, conversation, topic, nonfiction, print,  Teachers, Seasaw, National geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy				20
I can ask and answer questions about key details in a text.					
I can identify the main topic and retell key details of a text.			Unit assessment, Teacher created assessments, Weekly		
I can ask and answer questions about unknown words in a text.		Teachers, Seasaw, National			
I can name the author and illustrator of a text and define their role.			informal assessments, Exit slips		
I can describe the relationship between illustrations and the text in which they appear.					
I can actively engage in group reading activities with purpose and understanding.					

#### Cluster: Foundational Skills

- K.RF.1: Demonstrate understanding of the organization and basic features of print. (Master)
- a. Follow words from left to right, top to bottom and page-by-page. (Master)
- b. Recognize that spoken words are represented in written language by specific sequences of letters. (Master)
- c. Understand that words are separated by spaces inprint. (Mastery)
- d. Recognize and name 50% of all upper and lowercase letters of the alphabet. (Master)

- K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Introduce & Support)
- a. Recognize and produce rhyming words
- b. Count, pronounce, blend and segment syllables in spoken words. (Introduce & Support
- c. Blend and segment onsets and rimes of single-syllable spoken words. (Introduce & Support)
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (introduce & support)
- K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (Introduce & Support)
- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (Introduce & Support
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Support)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Introduce & Support
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Support)

K.RF.4: Read emergent-reader texts with purpose and understanding. (Introduce & Support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can read words left to right and top to bottom page by page.				Daily
I can understand that words are separated by spaces in text.				
I can understand that words are made up of letters.	top, bottom, high frequency words, pronounce, initial, medial, end, blend, segment, uppercase, lowercase, sight words, stretch, rhyme, long sounds, short sound, syllable, left, right, fluency, vowel.			
I can recognize and name many uppercase and lowercase letters of the alphabet.				
I can recognize and produce rhyming words.				
I can blend and segment syllables in words.		Heggerty, Jolly Phonics,		
I can hear and count syllables in a word.		Hubbardscupboard.com,	Teacher created, Exit slips, Teacher observations,	
I can stretch and blend cvc words.		turtlediary.com, graciescorner,	reaction observations,	
I can identify beginning, middle, and end sounds in words.	Vower,			
I can identify letters by sound.				
I can identify long and short vowel sounds.	1			
I can read high frequency words.				

# Cluster: Writing (Narrative)

# Standard(s)

K.W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can tell a story with words and pictures.	narrative, drawing, writing, dictating, illustration,			daily
I can engage in a research project.	author, words, writing, ideas, information, research, nouns, and verbs, capitalization, spacing, punctuation, label	Teacher created, anchor charts,	Exit slips, teacher created, Sample student work	

# Cluster: Speaking & Listening

- K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups.
- K.SL.1a Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- K.SL.1b Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can express ideas in complete sentences so that others can understand.				daily
I can speak audilly so that others can understand.				
I can Participate in conversation with peers and adults.	]			
I can follow procedures for discussions.	conversation, participate, print, author, illustrator, discuss, drawing, symbols, respond,	Saavas MyView, MyOn, Mentor Text.	Participation in discussion	
I can participate in a conversation about a book or text and other kindergarten topics.	alocaco, arawing, cymbolo, respond,	TOAC,		
I can speak and respond to an adult or peer using completesentences.				
Cluster: Language				
Standard(s)				
K.L.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of t	he concepts the categories represent.			
K.L.5.d. Distinguish shades of meaning among verbs describing the same general acti	on (e.g., walk, march, strut, prance) by acting out the	meanings.		
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can sort objects into a given category and various categories.				daily
		hands on materials, IReady	KIDO Assessment	
	sort, category, identify, objects	ategory, identify, objects toolbox, seasaw KIDS Assessment		
	1			

# Cluster: Language

# Standard(s)

- K.L.1: Demonstrate the command of the conventions of Standard English grammar and usage when writing orspeaking.
- K.L.1.a. Print many upper and lowercaseletters.
- K.L.1.b. Use frequently occurring nouns and verbs.
- K.L.1D Understand and use question words (interrogatives) (e.g., who, what, where when, why, how)

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with)

K.L.1f. Produce and expand complete sentences in shared language activities

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can print many upper and lowercase letters.				daily
I can speak in complete sentences.	speak, thoughts, ideas, who, what, when, where, why	Saavas, IReady, Mentor Texts,	KIDS assessment, observations	
		MyOn		

# KDG Grade ELA Curriculum Map (2nd Quarter)

# **Cluster: Literature Skills**

- K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support)
- .RL.2: With prompting and support, retell familiar stories, including key detail. (Introduce & Support)
- K.RL.3: With prompting and support, identify characters, settings and major events in a story. (Master)
- K.RL.4: Ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RL.5: Recognize common types of text (e.g., storybooks, poems) (Introduce & Support)
- K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce & Support)
- K.RL.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). (Master)

.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Introduce & Reinforce)					
K.RL.10: Actively engage in-group reading activities with purpose and understanding. (Reinforce)					
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days	
I can identify characters in a story.				20	
I can identify the setting of a story.			Of Linit assessment Teacher	Daily review of standards	
I can identify major events in a story.					
I can tell the plot of a story.					
I can ask and answer questions about a text.			is, anchor charts, IReady, her created, Teachers pay achers, Seasaw, MyOn, Literacy Centers,  Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips		
I can identify the author and illustrator of a story and their job.	character, setting, connection, author, illustrator,	savvas learning unit 1, mentor			
I can when asked, answer questions about new vocabulary in a story, with prompting and support.		teacher created, Teachers pay			
I can when asked, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.					
I can when asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.					
When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.					
When asked and prompted, answer simple questions about key details (individuals, events, ideas or pieces of information) in a text. When asked, identify the main topic in a text.					

# **Cluster: Informational Text**

- K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Introduce & Support)
- K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. ( Introduce & Support)
- K.RI.4: With prompting and support ask and answer questions about unknown text.
- K.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. (Mastered)
- K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Mastered)
- K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Introduce)
- K.RI.10: Actively engage in-group reading activities with purpose and understanding. (Introduce & Support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can identify the front cover, back cover, and title page of a book.				20
I can ask and answer questions about key details in a text.	text features, author, illustrator, relationship, connection, real life, discussion, informational, specific, identify, conversation, topic, nonfiction, print, compare, contrast,			
I can identify the main topic and retell key details of a text.				
I can ask and answer questions about unknown words in a text.				
I can name the author and illustrator of a text and define their role.		savvas learning unit 1, mentor		
I can describe the relationship between illustrations and the text in which they appear.		texts, anchor charts, IReady,	Hait account Table	
I can actively engage in group reading activities with purpose and understanding.		teacher created, Teachers pay Teachers, Seasaw, National	Unit assessment, Teacher created assessments, Weekly	
I can begin to identify basic similarities in and differences between two texts on the same topic.		geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy	informal assessments, Exit slips	
When asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.		Centers, <u>hubbardscupboard.org</u>		
When asked, sequence identified key details (setting, and major event) of familiar stories.				
When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.				

# **Cluster: Foundational Skills**

# Standard(s)

K.RF.1: Demonstrate understanding of the organization and basic features of print. (Master)

- a. Follow words from left to right, top to bottom and page-by-page. (Master)
- b. Recognize that spoken words are represented in written language by specific sequences of letters. (Master)
- c. Understand that words are separated by spaces inprint. (Mastery)
- d. Recognize and name 50% of all upper and lowercase letters of the alphabet. (Master)
- K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (reinforce)
- a. Recognize and produce rhyming words (Master)
- b. Count, pronounce, blend and segment syllables in spoken words. (reinforce)
- c. Blend and segment onsets and rimes of single-syllable spoken words. (Introduce & Support)
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (reinforce)
- K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (reinforce)
- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (reinforce)
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (reinforce)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (reinforce)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (reinforce)
- K.RF.4: Read emergent-reader texts with purpose and understanding. (reinforce)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can read words left to right and top to bottom page by page.				Daily
I can understand that words are separated by spaces in text.				
I can understand that words are made up of letters.	top, bottom, high frequency words, pronounce, initial, medial, end, blend, segment, uppercase, lowercase, sight words, stretch, rhyme, long		Teacher created, Exit slips, Teacher observations,	
I can recognize and name most uppercase and lowercase letters of the alphabet.				
I can recognize and produce rhyming words.				
I can blend and segment syllables in words.		Heggerty, Jolly Phonics, Hubbardscupboard.com,		
I can hear and count syllables in a word.	sounds, short sound, syllable, left, right, fluency,	turtlediary.com, graciescorner,		
I can stretch and blend cvc words.	vowel,			
I can identify beginning, middle, and end sounds in words.				
I can identify letters by sound.				
I can identify long and short vowel sounds.				
I can read high frequency words.				

# Cluster: Writing (Explanatory)

# Standard(s)

K.W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

K.W.5: With guidance and support from adults, respond to guestions and suggestions from peers and add details to strengthen writing as needed.

K.W.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K.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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days	
I can tell a story with words and pictures.	and verbs, capitalization, spacing, punctuation,	drawing writing distating illustration author			daily
I can engage in a research project.		Teacher created, anchor charts,	Exit slips, teacher created,		
I can label a picture.		reactier created, afficior charts,	Sample student work		
	label, explain, tell me,				

# Cluster: Speaking & Listening

# Standard(s)

K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups.

K.SL.1a Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

K.SL.1b Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups.

K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Master)

K.SL.4: Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support)

K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. (Reinforce)

K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly, (Introduce & Reinforce)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can express ideas in complete sentences so that others can understand.				daily
I can speak audilly so that others can understand.	conversation, participate, print, author, illustrator, discuss, drawing, symbols, respond,  Saavas MyView, MyOn, Mentor Text,  Participation in dis			
I can participate in conversation with peers and adults.		Saavas MyView, MyOn, Mentor	Participation in discussion	
I can follow procedures for discussions.		Text,		
I can participate in a conversation about a book or text and other kindergarten topics.				
I can speak and respond to an adult or peer using complete sentences.				

# Cluster: Language

# Standard(s)

K.L.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (mastered)

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (Introduce & Support)

c. Identify real life connections between words and their use (e.g., note places at school that are colorful). (Introduce & Reinforce)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can sort objects into a given category and various categories.				daily
I can identify the undertsanding of a more commonly used verb.	sort, category, identify, objects, verb, adjective,	hands on materials, IReady	teacher observations, teacher	
I can Identify real-life connections between words and their use.	opposite	toolbox, seasaw	created	

# Cluster: Language

# Standard(s)

K.L.1: Demonstrate the command of the conventions of Standard English grammar and usage when writing orspeaking

K.L.1.a. Print many upper and lowercase letters.

K.L.1.b. Use frequently occurring nouns and verbs.

K.L.1D Understand and use question words (interrogatives) (e.g., who, what, where when, why, how)

K.L.1f. Produce and expand complete sentences in shared language activities

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can print many upper and lowercase letters.				daily
I can speak in complete sentences.	speak, thoughts, ideas, who, what, when, where,	Saavas, IReady, Mentor Texts,	observations	
	why	MyOn	Observations	

# Cluster: Language

# Standard(s)

K.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Introduce & Reinforce)

K.L.2a. Capitalize the first word in a sentence and the pronoun I. (Introduce & Reinforce) K.L.2b. Recognize and name end punctuation. (mastered) K.L.2c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (mastered) K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Reinforce) Learning Targets: Academic Vocabulary Resources Assessments Days I can recognize letter-sound relationship. daily I can produce the letter of a given sound. Saavas, IReady, Mentor Texts, Capitalize, punctuation, period, exclamation point, I can recognize punctuation. MyOn, RAZ Kids, CVC Words, observations question mark, consonant, sounds, vowel, I can capitalize the first letter in a sentence and the letter I. Seasaw I can Spell simple words phonetically, drawing on knowledge of sound-letter

# KDG Grade ELA Curriculum Map (3rd Quarter)

# Cluster: Literature Skills

#### Standard(s)

relationships

- K.RL.1: With prompting and support, ask and answer questions about key details in a text. ( Support)
- .RL.2: With prompting and support, retell familiar stories, including key detail. (Support)
- K.RL.4: Ask and answer questions about unknown words in a text. (Support)
- K.RL.5: Recognize common types of text (e.g., storybooks, poems) (Support)
- K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (master)
- K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Support)
- K.RL.10: Actively engage in-group reading activities with purpose and understanding. (Reinforce)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can identify major events in a story.				daily
I can tell the plot of a story.	character, setting, connection, author, illustrator,	savvas learning unit 1, mentor texts, anchor charts, IReady,	Unit assessment, Teacher	38
I can ask and answer questions abput a text.	text, print, title, make belief, reality, fiction, informational, illustration, retell, key details,	teacher created, Teachers pay	created assessments, Weekly	
I can identify the author and illustrator of a story and their job.	beginning, middle, end, main topic, events,	Teachers, Seasaw, MyOn, Literacy Centers,	informal assessments, Exit slips	
I can when asked, answer questions about new vocabulary in a story, with prompting and support.	problem, solution, predictions, picture, visualize,	hubbardscupboard.org		
I can when asked, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.				
I can when asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.				
When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.				
When asked and prompted, answer simple questions about key details (individuals, events, ideas or pieces of information) in a text. When asked, identify the main topic in a text.				

#### Cluster: Informational Text

# Standard(s)

- K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Support)
- K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. ( Introduce & Support)
- K.RI.4: With prompting and support ask and answer questions about unknown text.
- K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Introduce)
- K.RI.10: Actively engage in-group reading activities with purpose and understanding. (Introduce & Support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can ask and answer questions about key details in a text.			Unit assessment, Teacher	daily
I can identify the main topic and retell key details of a text.			created assessments, Weekly	38
I can ask and answer questions about unknown words in a text.	text features, author, illustrator, relationship, connection, real life, discussion, informational, specific, identify, conversation, topic, nonfiction, print, compare, contrast,  text features, author, illustrator, relationship, text features, author, relationship, text features, author, illustrator, relationship, text features, author, relationship, text features, author, relationship, text features,	savvas learning unit 1, mentor	informal assessments, Exit slips	
I can actively engage in group reading activities with purpose and understanding.		texts, anchor charts, IReady,		
I can begin to identify basic similarities in and differences between two texts on the same topic.		teacher created, Teachers pay Teachers, Seasaw, National geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy Centers, hubbardscupboard.org		
When asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.				
When asked, sequence identified key details (setting, and major event) of familiar stories.				
When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.				

#### Cluster: Foundational Skills

# Standard(s)

K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (support)

- b. Count, pronounce, blend and segment syllables in spoken words. (support)
- c. Blend and segment onsets and rimes of single-syllable spoken words. (Support)
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.) (support)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (reinforce)

K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (support)

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (support)
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (support)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (support)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (support)
- K.RF.4: Read emergent-reader texts with purpose and understanding. (support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can blend and segment syllables in words.	top, bottom, high frequency words, pronounce,			daily
I can hear and count syllables in a word.	initial, medial, end, blend, segment, uppercase,			38
I can stretch and blend cvc words.	lowercase, sight words, stretch, rhyme, long	Heggerty, Jolly Phonics,		
I can identify beginning, middle, and end sounds in words.	sounds, short sound, syllable, left, right, fluency, vowel.	Hubbardscupboard.com,	Teacher created, Exit slips, Teacher observations.	
I can identify letters by sound.		turtlediary.com, graciescorner,	reacher esservations,	
I can identify long and short vowel sounds.				
I can read high frequency words.				

# Cluster: Writing (Persuasive)

# Standard(s)

K.W.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K.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. K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book. K.W.5: With quidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Learning Targets: Academic Vocabulary Resources Assessments Days I can explain an opinion on a topic. daily drawing, writing, dictating, illustration, author, 38 I can engage in a research project. words, writing, ideas, information, research, nouns, Exit slips, teacher created, Teacher created, anchor charts. and verbs, capitalization, spacing, punctuation. Sample student work I can label a picture. label, explain, tell me, opinion, persuasive, I can form an opinion on a topic. Cluster: Speaking & Listening Standard(s) K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups. K.SL.1a Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). K.SL.1b Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups. K.SL.4: Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support) K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. (Reinforce) K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly. (Introduce & Reinforce) Learning Targets: **Academic Vocabulary** Resources Assessments Days I can express ideas in complete sentences so that others can understand. daily I can speak audilly so that others can understand. I can participate in conversation with peers and adults. conversation, participate, print, author, illustrator. Saavas MvView, MvOn, Mentor Participation in discussion discuss, drawing, symbols, respond, Text. I can follow procedures for discussions. I can participate in a conversation about a book or text and other kindergarten topics. I can speak and respond to an adult or peer using complete sentences. Cluster: Language Standard(s) K.L.5. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (Support) K.L.5. c. Identify real life connections between words and their use (e.g., note places at school that are colorful). (Support). Learning Targets: Academic Vocabulary Resources Assessments Days I can identify the undertsanding of a more commonly used verb. daily sort, category, identify, objects, verb, adjective, hands on materials. IReady teacher observations, teacher I can Identify real-life connections between words and their use. opposite toolbox, seasaw created Cluster: Language Standard(s) K.L.1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. K.L.1.a. Print many upper and lowercase letters. (mastered) K.L.1.b. Use frequently occurring nouns and verbs. (support) K.L.1D Understand and use question words (interrogatives) (e.g., who, what, where when, why, how) K.L.1f. Produce and expand complete sentences in shared language activities Learning Targets: Academic Vocabulary Resources Assessments Days

daily

I can print many upper and lowercase letters.

I can speak in complete sentences.	speak, thoughts, ideas, who, what, when, where, why	Saavas, IReady, Mentor Texts, MyOn	observations	
Cluster: Language				
Standard(s)				
K.L.2: Demonstrate command of the conventions of Standard English capitalization	ation, punctuation, and spelling when writing. (Introduce & Re	einforce)		
K.L.2a. Capitalize the first word in a sentence and the pronoun I. (Introduce & F	Reinforce)			
K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter	relationships. (Introduce & Reinforce)			
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can recognize letter-sound relationship.				daily
I can produce the letter of a given sound.	Caritalina anno heating a said and and a said	Saavas, IReady, Mentor Texts,		
I can capitalize the first letter in a sentence and the letter I.	Capitalize, punctuation, period, exclamation point, question mark, consonant, sounds, vowel,	MyOn, RAZ Kids, CVC Words,	observations	
I can Spell simple words phonetically, drawing on knowledge of sound-letter relationships		Seasaw		
Cluster: Language				
Standard(s)				
K.L. 4: Determine or clarify the meaning of unknown and multiple-meaning wor	ds and phrases based on kindergarten reading and content.			
, , , , , , , , , , , , , , , , , , , ,				
K.L.4.a Identify new meanings for familiar words and apply them accurately. (in	troduce)			
, , , , , , , , , , , , , , , , , , , ,	,			
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the	,	Resources	Assessments	Days
K.L.4.a Identify new meanings for familiar words and apply them accurately. (in K.L.4b Use the most frequently occuring inflections and affixes as a clue to the <b>Learning Targets:</b> I can learn the meaning of unknown or new words.	meaning of a new word. (introduce)	Resources	Assessments	<b>Days</b> daily
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:	meaning of a new word. (introduce)  Academic Vocabulary	Saavas, IReady, Mentor Texts,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.	meaning of a new word. (introduce)	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,	Assessments  observations	
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.	meaning of a new word. (introduce)  Academic Vocabulary	Saavas, IReady, Mentor Texts,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.	meaning of a new word. (introduce)  Academic Vocabulary	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language	meaning of a new word. (introduce)  Academic Vocabulary	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language Standard(s)	meaning of a new word. (introduce)  Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language Standard(s)	meaning of a new word. (introduce)  Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language Standard(s)	meaning of a new word. (introduce)  Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language Standard(s)  K.L.6: Use words and phrases acquired through conversations, reading and be	meaning of a new word. (introduce)  Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,		
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language Standard(s)  K.L.6: Use words and phrases acquired through conversations, reading and be Learning Targets:	meaning of a new word. (introduce)  Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,  ing read to, and responding to texts. (Introduce & Reinforce)	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.  I can use new words and phrases.  Cluster: Language Standard(s)  K.L.6: Use words and phrases acquired through conversations, reading and be	Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,  ing read to, and responding to texts. (Introduce & Reinforce)  Academic Vocabulary	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw  Resources  Saavas, IReady, Mentor Texts,	observations  Assessments	daily
K.L.4b Use the most frequently occuring inflections and affixes as a clue to the Learning Targets:  I can learn the meaning of unknown or new words.	meaning of a new word. (introduce)  Academic Vocabulary  affixes, prefixes, suffixes, word meaning, root word,  ing read to, and responding to texts. (Introduce & Reinforce)	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily

# KDG Grade ELA Curriculum Map (4th Quarter)

# Cluster: Literature Skills

# Standard(s)

K.RL.1: With prompting and support, ask and answer questions about key details in a text. ( Support)

K.RL.2: With prompting and support, retell familiar stories, including key detail. (master)

- K.RL.4: Ask and answer questions about unknown words in a text. (Support)
- K.RL.5: Recognize common types of text (e.g., storybooks, poems) (Support)
- K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (reinforce)
- K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Support)

K.RL.10: Actively engage in-group reading activities with purpose and understanding. (master)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can identify major events in a story.				daily
I can tell the plot of a story.	character, setting, connection, author, illustrator,	savvas learning unit 1, mentor texts, anchor charts, IReady,	Unit assessment, Teacher	47
I can ask and answer questions abput a text.	informational, illustration, retell, key details, beginning, middle, end, main topic, events,	teacher created, Teachers pay	created assessments, Weekly	
I can identify the author and illustrator of a story and their job.		informal assessments, Exit slips		
I can when asked, answer questions about new vocabulary in a story, with prompting and support.	problem, solution, predictions, picture, visualize,	hubbardscupboard.org		
I can when asked, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.				
I can when asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.				
When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.				
When asked and prompted, answer simple questions about key details (individuals, events, ideas or pieces of information) in a text. When asked, identify the main topic in a text.				

# **Cluster: Informational Text**

# Standard(s)

- K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Support)
- K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. ( Introduce & Support)
- K.RI.4: With prompting and support ask and answer questions about unknown text.
- K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.
- K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Introduce)

K.RI.10: Actively engage in-group reading activities with purpose and understanding. (Introduce & Support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can ask and answer questions about key details in a text.				47
I can identify the main topic and retell key details of a text.				daily
I can ask and answer questions about unknown words in a text.		savvas learning unit 1, mentor		
I can actively engage in group reading activities with purpose and understanding.	top, bottom, high frequency words, pronounce, initial, medial, end, blend, segment, uppercase, lowercase, sight words, stretch, rhyme, long sounds, short sound, syllable, left, right, fluency, vowel,	texts, anchor charts, IReady,		
I can begin to identify basic similarities in and differences between two texts on the same topic.		teacher created, Teachers pay Teachers, Seasaw, National	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	
When asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.				
When asked, sequence identified key details (setting, and major event) of familiar stories.				
When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.				

# **Cluster: Foundational Skills**

- K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (support)
- b. Count, pronounce, blend and segment syllables in spoken words. (support)

- c. Blend and segment onsets and rimes of single-syllable spoken words. (Support)
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.) (support)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (reinforce)
- K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (support)
- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (support)
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (support)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (support)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (support)
- K.RF.4: Read emergent-reader texts with purpose and understanding. (support)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can blend and segment syllables in words.				daily
I can hear and count syllables in a word.	ton bettern high frequency words property			
I can stretch and blend cvc words.	top, bottom, high frequency words, pronounce, initial, medial, end, blend, segment, uppercase,	Heggerty, Jolly Phonics,		
I can identify beginning, middle, and end sounds in words.	lowercase, sight words, stretch, rhyme, long	Hubbardscupboard.com,	Teacher created, Exit slips, Teacher observations.	
I can identify letters by sound.	sounds, short sound, syllable, left, right, fluency, vowel.	turtlediary.com, graciescorner,	Todo.io. ozoo. rado.io,	
I can identify long and short vowel sounds.	Tonoi,			
I can read high frequency words.				

# Cluster: Writing (Explanatory)

# Standard(s)

- K.W.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- K.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.
- K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book.
- K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.6: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can explain an opinion on a topic.	drawing, writing, dictating, illustration, author,			daily
I can engage in a research project.	words, writing, ideas, information, research, nouns,	Teacher created, anchor charts,	Exit slips, teacher created,	
I can label a picture.	and verbs, capitalization, spacing, punctuation,	reactier created, afficior charts,	Sample student work	
I can form an opinion on a topic.	label, explain, tell me, opinion, persuasive,			

# Cluster: Speaking & Listening

- K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups.
- K.SL.1a Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- K.SL.1b Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adultsin small and larger groups.
- K.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 of something is not understood.
- K.SL.4: Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support)
- K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. (Reinforce)
- K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly. (Introduce & Reinforce)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can express ideas in complete sentences so that others can understand.				daily

I can speak audilly so that others can understand.	]			
I can participate in conversation with peers and adults.	conversation, participate, print, author, illustrator,	Saavas MyView, MyOn, Mentor		
I can follow procedures for discussions.	discuss, drawing, symbols, respond,	Text,	Participation in discussion	
I can participate in a conversation about a book or text and other kindergarten topics.				
I can speak and respond to an adult or peer using complete sentences.				
Cluster: Language				
Standard(s)				
K.L.5. b. Demonstrate understanding of frequently occurring verbs and adjectives by re	lating them to their opposites. (Support)			
K.L.5. c. Identify real life connections between words and their use (e.g., note places a	school that are colorful). (Support).			
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can identify the undertsanding of a more commonly used verb.				daily
I can Identify real-life connections between words and their use.		hands on materials, IReady toolbox, seasaw	teacher observations, teacher created	
		,	Greated	
Cluster: Language				
Standard(s)				
K.L.1: Demonstrate the command of the conventions of Standard English grammar and	d usage when writing or speaking.			
K.L.1.a. Print many upper and lowercase letters. (mastered)				
K.L.1.b. Use frequently occurring nouns and verbs. (support)				
K.L.1C Form regular plural nouns orally by adding s or es. (introduce)				
K.L.1D Understand and use question words (interrogatives) (e.g., who, what, where wh	en, why, how) (support)			
K.L.1f. Produce and expand complete sentences in shared language activities				
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can print many upper and lowercase letters.				
	<del>1</del>	Saavas IReady Mentor Texts		daily
I can speak in complete sentences.	speak, thoughts, ideas, who, what, when, where,	Saavas, IReady, Mentor Texts,	observations	daily
I can speak in complete sentences.	speak, thoughts, ideas, who, what, when, where, why	Saavas, IReady, Mentor Texts, MyOn	observations	daily
			observations	daily
I can speak in complete sentences.  Cluster: Language			observations	daily
			observations	daily
Cluster: Language	why	MýOn	observations	daily
Cluster: Language Standard(s)	why nctuation, and spelling when writing. (Introduce & Re	MýOn	observations	daily
Cluster: Language Standard(s) K.L.2: Demonstrate command of the conventions of Standard English capitalization, pu	why nctuation, and spelling when writing. (Introduce & Re	MýOn	observations	daily
Cluster: Language Standard(s)  K.L.2: Demonstrate command of the conventions of Standard English capitalization, put. K.L.2a. Capitalize the first word in a sentence and the pronoun I. (Introduce & Reinforce)	why nctuation, and spelling when writing. (Introduce & Re	MýOn	observations	daily
Cluster: Language Standard(s)  K.L.2: Demonstrate command of the conventions of Standard English capitalization, pu K.L.2a. Capitalize the first word in a sentence and the pronoun I. (Introduce & Reinford K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relations	why nctuation, and spelling when writing. (Introduce & Ree) ships. (Introduce & Reinforce)	MyOn sinforce)		
Cluster: Language Standard(s)  K.L.2: Demonstrate command of the conventions of Standard English capitalization, put K.L.2a. Capitalize the first word in a sentence and the pronoun I. (Introduce & Reinford K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relations Learning Targets:	why  nctuation, and spelling when writing. (Introduce & Re e) ships. (Introduce & Reinforce) Academic Vocabulary	MyOn  Inforce)  Resources  Saavas, IReady, Mentor Texts,	Assessments	Days
Cluster: Language Standard(s)  K.L.2: Demonstrate command of the conventions of Standard English capitalization, pu K.L.2a. Capitalize the first word in a sentence and the pronoun I. (Introduce & Reinforc K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relations Learning Targets: I can recognize letter-sound relationship.	why nctuation, and spelling when writing. (Introduce & Ree) ships. (Introduce & Reinforce)	MyOn  inforce)  Resources		Days

# Cluster: Language Standard(s)

K.L. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

K.L.4.a Identify new meanings for familiar words and apply them accurately. (introduce)

K.L.4b Use the most frequently occuring inflections and affixes as a clue to the meaning of a new word. (introduce)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can learn the meaning of unknown or new words.				daily
I can use new words and phrases.	affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,	observations	
	allixes, prefixes, suffixes, word friearling, root word,	Seasaw	Observations	
Cluster: Language				
Standard(s)				
K.L.6: Use words and phrases acquired through conversations, reading and being	read to, and responding to texts. (Introduce & Reinforce)			
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can use words and phrases when responding to text.				daily
	words phrases convergations reapond to tout	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words,	observations	
	words, phrases, conversations, respond to text,	Seasaw	observations	