

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)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can identify characters in a story.	character, setting, connection, author, illustrator, text, print, title, make belief, reality, fiction, informational, illustration, retell, key details,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seesaw, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	20
I can identify the setting of a story.				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.				
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.	text features, author, illustrator, relationship, connection, real life, discussion, informational, specific, identify, conversation, topic, nonfiction, print,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seesaw, National geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	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.				
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.				
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**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 in print. (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.	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,	Heggerty, Jolly Phonics, Hubbardscupboard.com , turtlediary.com , graciescorner,	Teacher created, Exit slips, Teacher observations,	Daily
I can understand that words are separated by spaces in text.				
I can understand that words are made up of letters.				
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.				
I can hear and count syllables in a word.				
I can stretch and blend cvc words.				
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 (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, author, words, writing, ideas, information, research, nouns, and verbs, capitalization, spacing, punctuation, label	Teacher created, anchor charts,	Exit slips, teacher created, Sample student work	daily
I can engage in a research project.				

Cluster: Speaking & Listening

- Standard(s)**
- K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in 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 adults in small and larger groups.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can express ideas in complete sentences so that others can understand.	conversation, participate, print, author, illustrator, discuss, drawing, symbols, respond,	Saavas MyView, MyOn, Mentor Text,	Participation in discussion	daily
I can speak audibly so that others can understand.				
I can Participate in conversation with peers and adults.				
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.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K.L.5.d. Distinguish shades of meaning among verbs describing the same general action (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.	sort, category, identify, objects	hands on materials, IReady toolbox, seasaw	KIDS Assessment	daily

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.

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.	speak, thoughts, ideas, who, what, when, where, why	Saavas, IReady, Mentor Texts, MyOn	KIDS assessment, observations	daily
I can speak in complete sentences.				

KDG Grade ELA Curriculum Map (2nd 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. (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)

K.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.	character, setting, connection, author, illustrator, text, print, title, make belief, reality, fiction, informational, illustration, retell, key details, beginning, middle, end, main topic, events, problem, solution, predictions, picture, visualize,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seasaw, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	20
I can identify the setting of a story.				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.				
I can identify the author and illustrator of a story and their job.				
I can when asked, answer questions about new vocabulary in a story, with prompting and support.				
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. (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.	text features, author, illustrator, relationship, connection, real life, discussion, informational, specific, identify, conversation, topic, nonfiction, print, compare, contrast,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seasaw, National geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	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.				
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.				
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.				
I can begin to identify basic similarities in and differences between two texts on the same topic.				
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.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 in print. (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.	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,	Heggerty, Jolly Phonics, Hubbardscupboard.com , turtlediary.com , graciescorner ,	Teacher created, Exit slips, Teacher observations,	Daily
I can understand that words are separated by spaces in text.				
I can understand that words are made up of letters.				
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.				
I can hear and count syllables in a word.				
I can stretch and blend cvc words.				
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 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).

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.	drawing, writing, dictating, illustration, author, words, writing, ideas, information, research, nouns, and verbs, capitalization, spacing, punctuation, label, explain, tell me,	Teacher created, anchor charts,	Exit slips, teacher created, Sample student work	daily
I can engage in a research project.				
I can label a picture.				

Cluster: Speaking & Listening

Standard(s)

K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in 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 adults in 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.	conversation, participate, print, author, illustrator, discuss, drawing, symbols, respond,	Saavas MyView, MyOn, Mentor Text,	Participation in discussion	daily
I can speak audibly so that others can understand.				
I can participate in conversation with peers and adults.				
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.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.	sort, category, identify, objects, verb, adjective, opposite	hands on materials, IReady toolbox, seasaw	teacher observations, teacher created	daily
I can identify the understanding of a more commonly used verb.				
I can identify real-life connections between words and their use.				

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.

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.	speak, thoughts, ideas, who, what, when, where, why	Saavas, IReady, Mentor Texts, MyOn	observations	daily
I can speak in complete sentences.				

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.	Capitalize, punctuation, period, exclamation point, question mark, consonant, sounds, vowel,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily
I can produce the letter of a given sound.				
I can recognize punctuation.				
I can capitalize the first letter in a sentence and the letter I.				
I can Spell simple words phonetically, drawing on knowledge of sound-letter relationships				

KDG Grade ELA Curriculum Map (3rd Quarter)

Cluster: Literature Skills

Standard(s)

- 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.	character, setting, connection, author, illustrator, text, print, title, make belief, reality, fiction, informational, illustration, retell, key details, beginning, middle, end, main topic, events, problem, solution, predictions, picture, visualize,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seasaw, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	daily
I can tell the plot of a story.				38
I can ask and answer questions about a text.				
I can identify the author and illustrator of a story and their job.				
I can when asked, answer questions about new vocabulary in a story, with prompting and support.				
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.	text features, author, illustrator, relationship, connection, real life, discussion, informational, specific, identify, conversation, topic, nonfiction, print, compare, contrast,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seesaw, National geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	daily
I can identify the main topic and retell key details of a text.				38
I can ask and answer questions about unknown words in a text.				
I can actively engage in group reading activities with purpose and understanding.				
I can begin to identify basic similarities in and differences between two texts on the same topic.				
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, initial, medial, end, blend, segment, uppercase, lowercase, sight words, stretch, rhyme, long sounds, short sound, syllable, left, right, fluency, vowel,	Heggerty, Jolly Phonics, Hubbardscupboard.com, turtlediary.com, graciescorner,	Teacher created, Exit slips, Teacher observations,	daily
I can hear and count syllables in a word.				38
I can stretch and blend cvc words.				
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 (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 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can explain an opinion on a topic.	drawing, writing, dictating, illustration, author, words, writing, ideas, information, research, nouns, and verbs, capitalization, spacing, punctuation, label, explain, tell me, opinion, persuasive,	Teacher created, anchor charts,	Exit slips, teacher created, Sample student work	daily
I can engage in a research project.				38
I can label a picture.				
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 adults in 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 adults in 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.	conversation, participate, print, author, illustrator, discuss, drawing, symbols, respond,	Saavas MyView, MyOn, Mentor Text,	Participation in discussion	daily
I can speak audibly so that others can understand.				
I can participate in conversation with peers and adults.				
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 understanding of a more commonly used verb.	sort, category, identify, objects, verb, adjective, opposite	hands on materials, IReady toolbox, seasaw	teacher observations, teacher created	daily
I can identify real-life connections between words and their use.				

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
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, 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.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.	Capitalize, punctuation, period, exclamation point, question mark, consonant, sounds, vowel,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily
I can produce the letter of a given sound.				
I can capitalize the first letter in a sentence and the letter I.				
I can Spell simple words phonetically, drawing on knowledge of sound-letter relationships				

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 occurring 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.	affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily
I can use new words and phrases.				

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.	words, phrases, conversations, respond to text,	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.	character, setting, connection, author, illustrator, text, print, title, make belief, reality, fiction, informational, illustration, retell, key details, beginning, middle, end, main topic, events, problem, solution, predictions, picture, visualize,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seasaw, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	daily
I can tell the plot of a story.				47
I can ask and answer questions about a text.				
I can identify the author and illustrator of a story and their job.				
I can when asked, answer questions about new vocabulary in a story, with prompting and support.				
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.	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,	savvas learning unit 1, mentor texts, anchor charts, IReady, teacher created, Teachers pay Teachers, Seasaw, National geographic kids, twinkl.com, Reading A-Z, MyOn, Literacy Centers, hubbardscupboard.org	Unit assessment, Teacher created assessments, Weekly informal assessments, Exit slips	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.				
I can actively engage in group reading activities with purpose and understanding.				
I can begin to identify basic similarities in and differences between two texts on the same topic.				
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, initial, medial, end, blend, segment, uppercase, lowercase, sight words, stretch, rhyme, long sounds, short sound, syllable, left, right, fluency, vowel,	Heggerty, Jolly Phonics, Hubbardscupboard.com, turtlediary.com, graciescorner,	Teacher created, Exit slips, Teacher observations,	daily
I can hear and count syllables in a word.				
I can stretch and blend cvc words.				
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.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, words, writing, ideas, information, research, nouns, and verbs, capitalization, spacing, punctuation, label, explain, tell me, opinion, persuasive,	Teacher created, anchor charts,	Exit slips, teacher created, Sample student work	daily
I can engage in a research project.				
I can label a picture.				
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 adults in 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 adults in 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 audibly so that others can understand.	conversation, participate, print, author, illustrator, discuss, drawing, symbols, respond,	Saavas MyView, MyOn, Mentor Text,	Participation in discussion	
I can participate in conversation with peers and adults.				
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 understanding of a more commonly used verb.	sort, category, identify, objects, verb, adjective, opposite	hands on materials, IReady toolbox, seasaw	teacher observations, teacher created	daily
I can identify real-life connections between words and their use.				

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.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 when, 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.	speak, thoughts, ideas, who, what, when, where, why	Saavas, IReady, Mentor Texts, MyOn	observations	daily
I can speak in complete sentences.				

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.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.	Capitalize, punctuation, period, exclamation point, question mark, consonant, sounds, vowel,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily
I can produce the letter of a given sound.				
I can capitalize the first letter in a sentence and the letter I.				
I can Spell simple words phonetically, drawing on knowledge of sound-letter relationships				

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 occurring 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.	affixes, prefixes, suffixes, word meaning, root word,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily
I can use new words and phrases.				

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.	words, phrases, conversations, respond to text,	Saavas, IReady, Mentor Texts, MyOn, RAZ Kids, CVC Words, Seasaw	observations	daily