

Unit 1	Essential Question	Content	Skills	Assessment	Standards
	<p>How do we learn new words? How does asking questions help us to understand texts? What does it mean to be a good speaker and listener? Why is it important to learn letters and their sounds?</p>	<p>How do we live, work, and play together? Content Knowledge: Oral vocabulary; examples of words; first, second, third, and fourth. Phonological Awareness: Rhyming words, syllables, initial and final sounds. Phonics: Letter recognition Handwriting: Follow Foundations High Frequency Words: I, am, the, little, a, to Decodable Story: Weekly Text-Based Comprehension: Character, setting, sequence, classify/categorize Conventions: Nouns Writing: Nouns in sentences Listening and Speaking: Follow directions Small Group Reading: Instruction 3-5 times a week (On-level, Advanced, and Strategic)</p>	<p>*Ask and answer questions about key details in a text (who, what, when, where, why) *Retell familiar stories (key details) *Identify characters, settings and major events in a story *Identify the front and back cover and title page of a book *Draw, dictate or write to support their opinion about a topic *Continue a conversation through multiple exchanges *Follow the rules of conversation *Describe familiar people, places, things, and events *Identify and produce rhyming words *Classify and categorize similarities and differences *Identify/ read high frequency words *Count the syllables in a word * Distinguish between upper and lowercase letters *Produce the primary sound for a given letter *Write upper and lowercase letters *Identify initial and final sounds for a given word *Decide if a word (noun) is a person, animal, place, or thing *Use “Amazing Words” appropriately</p>	<p>Performance Task: Week 6- Reading Street Unit Benchmark Assessment Ren. Learning Benchmark Assessment Dibels Next Benchmark Assessment Other Evidence: Weekly Reading Street Assessment High Frequency Word Assessment Writing/Response to Literature Teacher Observation Teacher Made Assessment Student Responses</p>	<p>RF.K.1, RFK.1a, RF.K.1b, RF.K.1c, RFK1d,RFK.2, RFK2A, RF.K.2b,RF.K2C, Rf.K.2d, RF.K2e, RF.K.3, RF.K.3a, RF.3c, RF.K.4, SLK.1, SL K.1a, SLK1b,. L.K.5, SLK.3, L.K.4b, L.K.4a, L.K.4, SLK.4 , SLK.5, SLK.6, L.K.6, RLK.9, RLK.7, RLK.10, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K. 8, L.K.1, L.K.1a, L.K.1b, L.K1e, L..K.2 L.K.2d, RLK.1, RI.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RI.K.1, RI.K.2, RI.K.3</p>

2	<ol style="list-style-type: none"> 1. What information can we gather from illustrations? 2. What is the author's purpose? 3. Why do we compare and contrast? 4. Why is it important to make connections to the texts we read? 	<p>Children will read, write, and talk about how plants and animals are unique.</p> <p>Content Knowledge: Build oral vocabulary by using Amazing Words for each week (<i>for example Week One: seeds, fruits, buds, stem, bloom, petals</i>)</p> <p>Phonemic Awareness: Initial and Medial /a/, Initial and Final /s/, Initial and Final /p/, Initial and Final /k/, Initial and Medial /i/</p> <p>Phonics: /a/, /s/, /p/, /k/, /i/.</p> <p>Handwriting:</p> <p>High Frequency Words: have, is, we, my like, he, for</p> <p>Decodable Story: <i>I Have!, Sock Sack, Pat the Cat, The Cap, Tim the Pig, Sam, Sit!</i></p> <p>Text Based Comprehension: Compare and Contrast, Setting, Main Idea, Realism and Fantasy, Sequence</p> <p>Conventions: Nouns for more than one, Proper Nouns, Adjectives for colors/shapes, sizes, numbers, Adjectives for opposites, Adjectives</p> <p>Writing: Using an adjective in a sentence to describe a noun</p>	<p>*Identify subject, topic, setting, sequence, and key details in an informational text</p> <p>*Identify characters, setting, and major events in a story</p> <p>*Differentiate between realism and fantasy</p> <p>*Describe the relationship between illustrations and the story/text in which they appear (person, place, thing, idea, moment)</p> <p>*Produce the corresponding sound for a letter</p> <p>*Read high frequency words</p> <p>*Identify a topic, draw a picture, and supply information about the topic</p>	<p>Performance Task:</p> <p>*Reading Street Week 6 Unit Benchmark Assessment</p> <p>*Reading Street Day 5 Weekly Assessments (for at-risk students, minimally)</p> <p>Other Evidence:</p> <p>*High Frequency Words Assessment</p> <p>*Comprehension Assessment</p> <p>*Informal Assessments</p> <p>*Teacher Observation/Student Responses</p> <p>*Writing Pieces</p>	<p>RF.K.1, 1a, 1b, 1d</p> <p>RF.K.2, 2a, 2b, 2c, 2d, 2e</p> <p>RF.K.3, 3a, 3b, 3c, 3d</p> <p>SL.K.1, 1a, 1b</p> <p>SL.K.2</p> <p>SL.K.3</p> <p>SL.K.4</p> <p>SL.K.5</p> <p>SL.K.6</p> <p>L.K.4, 4a, 4b</p> <p>L.K.5, 5a, 5b</p> <p>L.K.6</p> <p>RL.K.1</p> <p>RL.K.2</p> <p>RL.K.3</p> <p>RL.K.4</p> <p>RL.K.5</p> <p>RL.K.6</p> <p>RL.K.7</p> <p>RL.K.9</p> <p>RL.K.10</p>
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			<p>*Follow the rules for discussion to continue a conversation through multiple exchanges</p> <p>*Illustrate a picture and orally describe it in detail</p> <p>*Clearly tell about thoughts, feelings, and ideas</p> <p>*Sort common objects into categories (compare and contrast)</p> <p>*Identify correct story sequence</p> <p>*Identify and use adjectives, nouns, and proper nouns</p> <p>*Use "Amazing Words" appropriately</p> <p>*Identify initial, medial, and final sounds in a word</p>		<p>RL.K.9 RL.K.10</p> <p>RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10</p> <p>W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8</p> <p>L.K.1, 1a, 1b, 1c, 1d</p> <p>L.K.2, 2c, 2d</p>
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Unit	Essential Questions	Content	Skills	Assessment	Standards
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3	<p>5. How do we effectively communicate orally?</p> <p>6. How does comparing and contrasting help us relate text to real life?</p> <p>7. Why do we make comparisons to text?</p>	<p>Children will read, write, and talk about how changes affect us.</p> <p>Content Knowledge:</p> <p>Phonemic Awareness: Initial and Final /b/, Initial and Final /n/, Initial /r/, Initial and Final /d/, Initial /k/, Initial and Final /f/, Initial and Medial /o/</p> <p>Phonics:</p> <p>Handwriting:</p> <p>High Frequency Words: me, with, she see, look, they, you, of</p> <p>Decodable Story: <i>Nan and Nat, Rin the Rat, Pit Did!, For Me, Little Rob, A Cap for Tom</i></p> <p>Text Based Comprehension: Compare and Contrast, Plot, Cause and Effect, Draw Conclusions, Main Idea</p> <p>Conventions: Verbs, Verbs for Now and the Past, Verbs that add -s, Verbs for Now and the Future, Meaningful Word Groups, Sentences</p>	<p>*Retell familiar stories including key details (with prompting&support)</p> <p>*Identify characters, setting, and major events in a story (with prompting&support)</p> <p>*Name and identify the job of the author&illustrator</p> <p>*Describe the relationship between illustrations in the story/text in which they appear</p> <p>*Actively engage in group reading activities</p> <p>*Identify the main topi&key details in an informational text (with prompting&support)</p> <p>*Follow words from left to right, top to bottom, and page to page</p>	<p>Performance Task:</p> <p>*Reading Street Week 6 Unit Benchmark Assessment</p> <p>*Reading Street Day 5 Weekly Assessments (for at-risk students, minimally)</p> <p>Other Evidence:</p> <p>*High Frequency Words Assessment</p> <p>*Comprehension Assessment</p> <p>*Informal Assessments</p> <p>*Teacher Observation/Student Responses</p> <p>*Writing Pieces</p>	<p>RF.K.1, 1a, 1b, 1c, 1d RF.K.2, 2a, 2b, 2c, 2d, 2e RF.K.3, 3a, 3b, 3c, 3d RF.K.4</p> <p>SL.K.1, 1a, 1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6</p> <p>L.K.1, 1a, 1b, 1d, 1e, 1f L.K.2, 2b, 2c, 2d L.K.4, 4a, 4b L.K.5, 5a, 5b, 5c, 5d</p> <p>W.K.1 W.K.2 W.K.3 W.K.5 W.K.6</p>
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Unit	Essential Questions	Content	Skills	Assessment	Standards
			<p>*Separate words with a finger space when writing</p> <p>*Produce the corresponding sound for a letter</p> <p>*Read high frequency words</p> <p>*Follow the rules for discussion and continue a conversation through multiple exchanges</p> <p>*Clearly tell about thoughts, feelings, and ideas</p> <p>*Sort common objects into categories (compare&contrast)</p>		<p>W.K.7 W.K.8</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10</p> <p>RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9</p>

Unit	Essential Questions	Content	Skills	Assessment	Standards
			<ul style="list-style-type: none"> *Identify and use verbs, adjectives, nouns, and proper nouns *Use “Amazing Words” appropriately *Distinguish between upper and lowercase letters*Write upper and lowercase letters *Identify initial, medial, and final sounds in a word *Write a persuasive statement *Write a caption to match an illustration *Use a Venn Diagram to compare and contrast *Draw conclusions orally 		

Unit 4 Curriculum Map SUBJECT: Language Arts 2nd and 3rd Trimester (mid February to end of March) GRADE LEVEL:

Kindergarten

Essential Question	Content	Skills	Assessments	Standards
<p>What are the differences between realism and fantasy?</p> <p>What happened in this story?</p> <p>What happened in that story? How are they alike/different?</p> <p>What makes a sentence?</p> <p>What should I do when I find a word I don't know?</p> <p>Why is sequence important in a story?</p>	<p>Children will read, write, and talk about where our adventures will take us.</p> <p>Content Knowledge Oral Vocabulary Example of Words: world, trip, journey, lonely, horizon, homesick</p> <p>Phonemic Awareness Initial, Medial, and Final phonemes; Consonant blends</p> <p>Phonics and Spelling Letter/Sound Correspondence for targeted consonants and vowels</p> <p>High Frequency Words are, that, do, one, two, three, four, five, here, go, from</p> <p>Text-Based Comprehension Sequence, Cause/Effect, Character, Setting, Classify/ Categorize</p> <p>Conventions Naming and Action Parts of sentences, Telling Sentences</p> <p>Writing Telling Sentences</p> <p>Listening & Speaking Sequence Story Elements</p> <p>Small Group Reading Instruction provided 3-4 times a week (On Level, Advanced, Strategic Intervention)</p>	<p>Phonemes Identifying Initial /h/ Initial and Final /l/ Initial and Final /g/ Initial and Medial /e/ Identifying Consonant Blends with L, r, t, p</p> <p>Letter Recognition/Phonics Hh /h/ Ll /l/ Gg /g/ Ee /e/ Consonant Blends with l, r, t, p</p> <p>Identify high frequency words in text and isolation: are, that, do, one, two, three, four, five, here, go, from</p> <p>Sequence story events</p> <p>Identify Cause and Effect</p> <p>Name characters in a given text</p> <p>Name the setting of a given text</p> <p>Classify and Categorize information</p> <p>State the naming part and action part of a sentence</p> <p>Write a telling sentence & recognize that it begins with a capital letter and ends with a period</p> <p>Listen for sequence and story elements</p>	<p>Performance Tasks Reading Street Unit Benchmark Test</p> <p>Reading Street Day 5 Week Assessments (for at-risk students, minimally)</p> <p>Other Evidence Reading Street Daily Corrective Feedback and Monitor Progress (in Teacher Editions)</p> <p>High Frequency Words Assessments</p> <p>Comprehension Assessment</p> <p>Informal assessments</p> <p>Student Responses</p> <p>Teacher observation</p> <p>Writing Pieces</p> <p>Star Early Literacy Progress Monitoring</p> <p>Dibels Next Progress Monitoring</p>	<p>RF.K.1, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2, RF.K.2a, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4</p> <p>SL.K.1, SL.K.1a, SL.K.1b, L.K.5c, SL.K.2, L.K.5a, L.K.5, SL.K.3, L.K.4b, L.K.4a, L.K.4, SL.K.5, SL.K.6, L.K.6, RL.K.9, RL.K.7, RL.K.10, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8, L.K.1, L.K.1a, L.K.1d, L.K.1f, L.K.2a, L.K.2b, L.K.2c, L.K.2d, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RI.K.1, RI.K.2, RI.K.3</p>

Unit 5a Curriculum Map –Kindergarten-Language Arts-3rd Trimester (April to Mid May)

Essential Question	Content	Skills	Assessment	Standards
<p>How can I use my understanding of letter sounds to sound out words in a story?</p> <p>What strategies can I use to better Understand what I’m reading?</p> <p>Why do I write?</p>	<p>Children will read, write, and talk about how people and things get from here to there.</p> <p>Content Knowledge Oral Vocabulary Example of Words: plane, subway, ferryboat, jetway, tunnel, sidecar</p> <p>Phonemic Awareness initial, medial, and final sounds of targeted consonants and vowel</p> <p>Phonics and Spelling Letter/Sound Correspondence for targeted letters</p> <p>High Frequency Words yellow, blue, green, what, said, was, where, come</p> <p>Text-Based Comprehension Realism And Fantasy, Cause and Effect, Compare and Contrast, Plot, Main Idea, Draw Conclusions</p> <p>Conventions Questions, Question Marks And Uppercase Letters, Nouns, Verbs</p> <p>Writing Writing questions</p> <p>Listening & Speaking Asking and Answering Questions</p> <p>Small Group Reading Instruction provided 3-4 times a week On Level, Advanced, Strategic Intervention</p>	<p>Phonemes Initial /j/ /w/ /y/ /kw/ Final /ks/ Initial and Final /v/ /z/ Initial and Medial /u/ Phonics/Spelling /j/ written Jj; /w/ written Ww /ks/written Xx; /u/ written Uu /v/ written Vv; /z/ written Zz /y/ written Yy; /kw/ written Xx High Frequency Words Quickly and accurately recognized in isolation and text: <i>yellow, blue, green, what, said, was, where, come</i> Identify text presented as Realism and Fantasy, citing evidence from text Identify causes and effects Compare and Contrast story elements to demonstrate understanding Retell plots Identify Main ideas Draw Conclusions Writing Questions Conventions use of question marks and uppercase letters Listening/Speaking Questions</p>	<p>Performance Tasks Reading Street Unit Benchmark Test</p> <p>Reading Street Day 5 Weekly Assessments (for at-risk students, minimally)</p> <p>Other Evidence Reading Street Daily Corrective Feedback and Monitor Progress (in Teacher Editions)</p> <p>High Frequency Words Assessments</p> <p>Comprehension Assessment Informal assessments</p> <p>Student Responses</p> <p>Teacher observation</p> <p>Writing Pieces</p> <p>Star Early Literacy Progress Monitoring</p> <p>Dibels Next Progress Monitoring</p>	<p>RL.K.8 RF.K.1 RF.K.1a RF.K.1b RF.K.1d RF.k.2 RF.K.2a RF.K.2b RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.4 SL.K.1 SL.K.1a SL.K.1b L.K.5c L.K.5b SL.K.2 L.K.5a L.K.5 SL.K.3 L.K.4b L.K.4a L.K.4 SL.K.5 SL.K.6 L.K.5d L.K.6 RL.K.9 RL.K.9 RL.K.7 RL.K.10 RI.K.4 RI.K.5 RI.K.6 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10 W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8 L.K.1 L.K.1a L.K.1b L.K.1c L.K.1d L.K.1e L.K.1f L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RI.K.1 RI.K.2 RI.K.3</p>

Unit 5B	Essential Question	Content	Skills	Assessment	Standards
	<p>How can I use my understanding of letter sounds to sound out words in a story? Why do I write?</p>	<p>What are different ways of building? Content Knowledge: Oral vocabulary Example of Words: groundbreaking, foundation, waterproof, trenches, welding, gleaming Phonemic Awareness: Initial and medial /a/ , /i/, /o/, /e/, /u/ Review short vowels and consonants, initial /a/, /i/, /y/, /kw/, initial and medial /e/ Phonics: /a/ spelled Aa, /i/ spelled Ii, /o/ spelled Oo, /e/ spelled Ee, /u/ spelled Uu Decode words High Frequency Words: here, little, do, with, what, where, is , go, that, come, the , was, to, like, from, for, of, my, we, yellow, have, they, four, two, blue, you, see, said, look, three Text Based Comprehension: Compare/Contrast, Character, Main Idea, Plot, Setting, Drawing Conclusions Writing: Writing a question using capitalization, spacing, punctuation, illustration to match writing Conventions: Pronouns I and me,</p>	<p>*Retell a familiar story including key details (with prompting and support) *Identify characters, setting, and major events in a story. *Name the author and illustrator and define their roles (with prompting and support) *Compare/Contrast characters' adventures and experiences in familiar stories (with prompting and support) *Identify the main topic and key details in informational text *Listen and respond to questions about literature and informational text in group reading activities *Describe the connection between two individuals, events, ideas, or pieces of information in a text (with prompting and support) *Ask and answer questions about unknown words in informational text.(with prompting and support) * Describe the relationship between illustrations and text in</p>	<p>Performance Task End of Unit 6 Reading Street Benchmark Ren. Learning Dibels Next</p> <p>Other Evidence Classroom Observation Participation in Whole/Small Group Activities Writing Journal High Frequency Word Assessments</p>	<p>RL.K.8. RF.K.1, RF..1a, RF.K.1b, RF.K1d, RFK.2, RF.K.2a, RF.K.2b, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c, RK.F.3d, RF.K.4, SL..1, SL.K.1a, SL.K.1b, L.K.5c, L.K.5b, SL.K.2, L.K.5a, L.K.5, SLK.3, L.K.4b, L.K.4a, L.K.4, SL.K.4, SLk.5, SL.K.6, L.K.5d, L.K.6, RL.K.9, RL.K.9, RL.K.7, RL.K.10, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8, L..1, L.K.1a, L.K.1b, L.K.1c, L.K.1d, L.K.1e, L.K.1f, L.K.2, L.K.2a, L.K.2b, L.K.2c, L.K.2d, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RI.K.1, RI.K.2, RI.K.3</p>

prepositional phrases, telling sentences, questions, exclamations, complete sentences

Listening and Speaking:

Recite language, discuss fact/opinion, interpret information, discuss characters, setting

Small Group Reading:

Instruction provided 3-5 times a week (On level, Advanced, and Strategic

which they appear(e.g., what person ,place, thing, or idea in the text an illustration depicts)

*Identify reasons an author gives to support points in an informational text (with prompting and support)

*Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures with prompting and support)

*Follow words from left to right, top to bottom, and page by page

*Recognize that spoken words are represented in written language by specific sequences of letters

*Produce rhyming words

*Count, pronounce, blend, and segment syllables in spoken words

*Recognize and name all the upper and lowercase letters of the alphabet

*Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC words e.g., bat, can)

*Add or substitute individual sound

			<p>(phonemes) in simple, one-syllable words to make new words (e.g., fat, cat)</p> <ul style="list-style-type: none">* Produce the primary or most frequent sound for each consonant* Connect the long and short sounds with common spellings (graphemes) for the five major vowels (with prompting and support)* Read common high frequency words by sight* Identify the letter sounds that differ in similarly spelled words (e.g., let, get)* Read emergent reader texts with purpose and understanding* Draw and write opinion pieces (self - selected or teacher directed), stating the topic or name of the book they are writing about, and an opinion on the topic or book* Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically* Strengthen writing as needed by responding to questions and suggestions from peers		
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			<p>and adding details(e.g., labeling pictures, naming characters with guidance and support</p> <ul style="list-style-type: none">*Explore a variety of digital tools to produce and publish a piece with peers(with guidance and support)*Ask and answer questions in order to seek help or clarify concepts*Describe familiar people, places, things, and events and provide additional detail (with prompting and support)*Express thoughts, feelings, and ideas clearly to others*Print many upper and lowercase letters*Use frequently occurring nouns and verbs*Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog/dogs, wish/wishes*Use question words (who, what, where, when why, how)*Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by , with)* Produce and expand complete sentences in shared language activities*Capitalize the first		
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			<p>word in a sentence and the pronoun I</p> <ul style="list-style-type: none">* Recognize and name end punctuation (e.g., period, question mark)* Write a letter or letters form most consonant and short-vowel sounds (phonemes)* Spell simple words phonetically* Identify new meanings for a familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)* Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re, un, pre, -ful, -less) as a clue to the meaning of an unknown word* Identify words in the following word families: -et, -ut		
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