KINDERGARTEN CURRICULUM MAP

English Language Arts Whiteriver Unified School District

**WUSD’s Comprehensive Core Reading Program**

WUSD’s K-5 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence- based instructional strategies. Experts in English Language Arts and experts in curriculum design used principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction Accuracy and Fluency with the Big Ideas of Reading**

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

**Meeting the Needs of the Brain**

**Meeting the Literacy Needs of All Learners**



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| **Kindergarten ELA Curriculum Map—Welcome to Kindergarten Weeks** |
| **Welcome to Kindergarten Week 1**  | **Based on the needs of students, content listed in these two Welcome to Kindergarten weeks may be:**1. **Compacted and added to Lessons 1 and 2, as appropriate.**

**OR**1. **Taught in its entirety during the first two weeks of school.**
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| **Week 1** |
| **Listen to Rhymes** | **Concepts of Print** | **Phonological Awareness and Phonics** |
| **Listen to Rhymes**"Jack and Jill""One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors""To Market, To Market" | **Concepts of Print:** Recognize Names Distinguish Letter, Numbers Book Handling Environmental PrintRecognizes First and Last Names | **Phonemic Awareness:**Rhyming Words Blend Syllables**Letter Names**Letters *Aa*, *Bb*, C*c*, *Dd*, *Ee* |
| **Week 2** |
| **Listen to Rhymes and Songs** | **Concepts of Print** | **Phonological Awareness and Phonics** |
| **Listen to Rhymes** "I Went Upstairs" "Mix a Pancake""Sing a Song of Sixpence" "Little Arabella Stiller"**Listen to Songs**"Quack! Quack! Quack!" | **Concepts of Print:**Book HandlingDistinguish Letter, Numbers Environmental Print | **Phonemic Awareness:**Rhyming WordsBlend and Segment Syllables**Letter Names**Letters *Ff, Gg, Hh, Ii, Jj* |

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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 1** | **This Week's Essential Question: What is the same about all families?** |
| **Lesson 1**8/21-8/24 | **Paired Selections and Text Focus Skill** | **Phonemic Awareness, Phonics, and Spelling** | **Fluency and High Frequency Words** | **Comprehension** | **Grammar and Writing** | **Decodable & Leveled Readers for Small****Group Differentiation** |
| **Big Book***What Makes a**Family?***Genre**InformationalText (Social Studies)**Read Aloud****Book***Building with Dad*Genre: RealisticFiction**Vocabulary****Strategies**Classify andCategorize,Family Words**Oral Vocabulary***cranes, crew,**gleaming,**mechanic,**outlining, solid* | *Poems about**Families***Genre:** Poetry"*Frere Jacques*" **Genre:** Poetry and Lullaby"*Everybody Says*"**Genre:** Poetry"*Tortillas for Mommy*" **Genre:** Poetry"My Little Sister"**Genre:** Poetry**Text Focus Skill**Main Ideas**Target Strategy**Summarize**Supporting Skills**Genre | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness:** Rhyming Words Single Sounds**Letter Names** Letters: *Kk*, *Ll*, *Mm*, *Nn*, *Oo***Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose andunderstanding | **Words to Know****(High-****Frequency****Words)**I**Fluency:**Read withExpression,Retelling | **Comprehension****Skill:**Main IdeasGenre**Comprehension Strategy:**Summarize**Concepts of Print:** Directionally: Leftto RightBook PartsPunctuation:Period**Speaking and****Listening**Talk AboutFamilies | **Grammar Skill**Nouns for People**Writing Mode**Narrative WritingWriting About Us Labels (Names)**Writing Foundational Skills**Match and write upper/lowercase lettersWrite left to right with appropriate spacingOrally segment phonemes insingle-syllable, spoken wordsRepresent phonemes in simplewords, using letter-soundrelationshipsWrite or select an initial or finalconsonant when a medial vowelis providedKnow and apply phonics andword analysis skills whenencoding words | **Decodables***See what We Can**Do**We Can Make It***Vocabulary Reader***Sisters and**Brothers***Leveled Readers:*** **Advanced Readers**

*When I Was Little* **On Level****Readers***My Family Pictures** **Struggling**

**Readers***Visiting Grandma**and Grandpa** **English Language Learners**

*My Family* |

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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 1** | **This Week's Essential Question: Why do we have rules at school?** |
| **Lesson 2**8/28-8/30 | **Paired Selections** | **Phonemic Awareness, Phonics and Spelling** | **Fluency and High- Frequency Words** | **Comprehension** | **Grammar and Writing** | **Decodable & Leveled Readers for Small****Group Differentiation** |
| **Big Book***How Do**Dinosaurs Go to**School?***Genre:** Fantasy**Read Aloud****Book***Friends at**School***Genre:**InformationalText(SocialStudies)**Vocabulary****Strategies**Antonyms**Vocabulary**busy, company,container, job,scoop, tortoises | *My School Bus***Genre:**InformationalText (Social Studies)**Text Focus****Skill**UnderstandingCharacters**Target****Strategy**Infer/predict**Supporting****Skill**Author’sPurpose | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Beginning Sounds**Letter Names**Letters: *Pp, Qq, Rr, Ss, Tt***Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to Know****(High-Frequency****Words)**like**Fluency**Pause forPunctuationRetelling | **Comprehension Skill**UnderstandingCharacters**Comprehension Strategy** Infer/Predict**Concepts of Print**Directionality: FollowWords, Locate Print,Left to Right, Top toBottomPunctuation: Period**Speaking and****Listening**Talk About School | **Grammar Skill**Nouns for Places**Writing Mode** Narrative Writing Writing About Us Labels**Writing Foundational Skills**Match and writeupper/lower case lettersWrite left to right withappropriate spacingOrally segment phonemesin single-syllable, spokenwordsRepresent phonemes insimple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers***We Go To School I Like***Vocabulary Reader***At School***Leveled Readers:*** **Advanced Readers**

*Helping Mr. Horse* **On Level Readers** *Show and Tell** **Struggling Readers**

*My Backpack** **English Language Learners**

*Tell All about It* |

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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 1** | **This Week's Essential Question: Why do people have to take care of their pets?** |
| **Lesson 3**9/5-9/7 | **Paired Selections** | **Phonemic Awareness, Phonics and Spelling** | **Fluency and High-Frequency****Words** | **Comprehension** | **Grammar and Writing** | **Decodable & Leveled Readers for Small Group****Differentiation** |
| **Big Book***Please, Puppy,**Please***Genre:**RealisticFiction**Read Aloud****Book***I Have a Pet!***Genre:**RealisticFiction**Vocabulary****Strategies**Synonyms**Vocabulary**cooperate,curious,interesting,slimy,smooth, vet | *“Different**Kinds of**Dogs”***Genre:**InformationalText(Science)**Text Focus****Skill**StoryStructure**Target****Strategy**Monitor/Clarify**Supporting****Skills**Conclusions | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Beginning Sounds Words in Oral Sentences**Letter Names**Letters: *Uu*, V*v*, Ww, *Xx*, *Yy*, *Zz***Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**the**Fluency**Reading Rate,Retelling | **Comprehension****Skill**Story StructureConclusions**Comprehension****Strategy**Monitor/Clarify**Concepts of Print**Compound WordsDirectionality: Leftto Right, SpokenWords to PrintLetters andWords: First, LastLetters,Distinguish Lettersfrom Words**Speaking and****Listening**Talk About Pets | **Grammar Skill**Nouns for Animals and Things**Writing Mode** Narrative Writing Captions**Writing Foundational Skills**Match and write upper/lowercase lettersWrite left to right withappropriate spacingOrally segment phonemes insingle-syllable, spoken wordsRepresent phonemes in simplewords, using letter-soundrelationshipsWrite or select an initial or finalconsonant when a medial vowel isprovidedKnow and apply phonics and wordanalysis skills when encodingwords | **Decodable Readers** *Baby Bear’s Family The Party***Vocabulary Reader***The Puppy***Leveled Readers:*** **Advanced Readers**

*Lola, The Muddy Dog* **On Level Readers** *My Cat** **Struggling Readers**

*My Dog** **English Language Learners** *My Pet Cat*
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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 1** | **This Week's Essential Question: What kinds of work do people do?** |
| **Lesson****4**9/11-9/15 | **Paired Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable &****Leveled Readers for****Small Group****Differentiation** |
| **Big Book***Everybody Works***Genre:**InformationalText (Social Studies)**Read Aloud Book***Pizza At Sally’s***Genre:**Realistic Fiction**Vocabulary****Strategies**EnvironmentalPrint**Vocabulary**customers,dough, famous,perfect, sprinkled, stretchy | "The Elves andthe Shoemaker""The Lion and theMouse"**Genre for Elves:** Fairy Tale **Genre for Lion:**FableCharacteristics of a Fairy Tale andof a Fable**Text Focus Skill**Text and GraphicFeatures**Target Strategy** Analyze/ Evaluate**Supporting Skills**Genre | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Beginning Sounds Words in Oral Sentences**Phonics**Letter Mm**Reading Foundational****Skills**Demonstrateunderstanding of theorganization and basicfeatures of printDemonstrateunderstanding of spoken words, syllables and phonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent textswith purpose andunderstanding | **Words to****Know (High-****Frequency****Words)**and**Fluency**Pause for PunctuationRetelling | **Comprehension****Skill**Analyze/Evaluate**Comprehension Strategy**Text and GraphicFeatures**Concepts of****Print**Capitalization:First Word in aSentencePunctuation:Period, QuestionMark | **Extend Through****Research**Ask questions**Listening and Speaking** Share Ideas | **Grammar Skill**Action Verbs in PresentTense**Writing Mode**Narrative WritingClass Story (Telling Details)**Writing Foundational****Skills**Match and writeupper/lower case lettersWrite left to right withappropriate spacingOrally segment phonemesin single-syllable, spokenwordsRepresent phonemes insimple words, using letter- sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers** *Mm**I Like Mm***Vocabulary Reader***Our Jobs***Leveled Readers:*** **Advanced Readers**

*Jobs On the Farm* **On Level Readers** *Selling Things** **Struggling Readers**

*The Firefighter** **English Language Learners**

*Let’s Sell Things* |

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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 1** | **This Week's Essential Question: How do tools help us do things with our hands?** |
| **Lesson****5**9/18-9/21 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***The Handiest**Things in the**World***Genre:** Informational Text**Read Aloud Book** *The Little Red Hen* **Genre:** Folk Taleand Fable**Vocabulary Strategies**Synonyms**Vocabulary**admired,delicious, delight,doubt, fable, sigh | *Stone Soup***Genre:**Folktale/TraditionalTale**Text Focus Skill** Details**Target Strategy** Question**Supporting****Skills**Cause andEffect | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness****Beginning sounds**Words in Oral Sentences**Phonics** Letters Ss Review m, s**Reading Foundational Skills**Demonstrate understandingof the organization and basic features of printDemonstrate understandingof spoken words, syllablesand phonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent texts withpurpose and understanding | **Words to****Know (High-****Frequency****Words)**I, like, the, and**Fluency** Read with Expression | **Comprehension****Skill**Sequence ofEvents**Comprehension Strategy** Question**Concepts of Print**Capitalization, FirstWord in aSentence Punctuation:Period, QuestionMark | **Extend****Through****Media****Literacy**Identify Media Forms Research a Tool**Speaking and****Listening**Share Ideas | **Grammar Skill**Action Verbs in PresentTense**Writing Mode** Narrative Writing Writing About Us Class Story (Telling Details)**Writing Foundational Skills**Match and writeupper/lower case letters Write left to right withappropriate spacingOrally segmentphonemes in single-syllable, spoken wordsRepresent phonemes insimple words, usingletter-sound relationshipsWrite or select an initialor final consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers***Ss**I like Ss***Vocabulary Reader***Make a Kite***Leveled Readers:*** **Advanced Readers**

*Fun With Friend* **On Level Readers***At the Playground** **Struggling Readers**

*I Can Do it!** **English Language Learners**

*The Playground* |

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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 2** | **This Week's Essential Question: How do our senses help us learn about the world?** |
| **Lesson****6**9/25-9/28 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***My Five Senses***Genre:**InformationalText (Science)**Read Aloud Book***Listen, Listen***Genre:**Concept Book**Vocabulary****Strategies**Context Clues**Vocabulary**drift, ripen,scurry, sizzle,whisper, whistle | Poems AboutSenses:"Picnic Day""Here Are MyEyes""The Storm""FiveWonderfulSenses"**Genre:** Poetry**Text Focus****Skill**Compare andContrast**Target****Strategy**Monitor/Clarify**Supporting****Skills**Text andGraphicFeatures | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Blend Onset and Rime**Phonics**Letter Aa (Short a) Vowels and Consonants**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose andunderstanding | **Words to****Know (High-****Frequency****Words)**see**Fluency**Pause forPunctuation | **Comprehension****Skill**Compare andContrastText and GraphicFeatures**Comprehension****Strategy**Monitor/Clarity**Concepts of Print**Book PartsReading a Chart | **Extend****Through****Research**IdentifySources**Speaking and****Listening**Share IdeasDiscuss DalyActivities | **Grammar Skill**Sensory Words**Writing Mode** Informative Writing Descriptive Sentences (Sensory Words)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken wordsRepresent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers***Aa**I See***Vocabulary Reader***Look at Me!***Leveled Readers:*** Advanced Readers

*My House* On Level Readers*My Pet** Struggling Readers

*The Market** English Language Learners

*Choosing a Pet* |

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| **Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-6*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Quarterly Benchmark Testing October 3rd-6th** |
| **BAW or Journeys Writing Project for Quarter**  |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 2** | **This Week's Essential Question: How do animals communicate? How do people communicate?** |
| **Lesson****7**10/16-10/19  | **Paired Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Mice Squeak, We**Speak***Genre:**Realistic Fiction**Read Aloud Book** *Amelia’s Show and Tell Fiesta* **Genre:**Realistic Fiction**Vocabulary Strategies**Classify andCategorize:Sensory Words**Vocabulary**foolish, frowns,ruffled, special,treasures, tropical | "The Fort WorthZoo"**Genre:**Informational Text (Science)**Text Focus Skill** Understanding Characters**Target Strategy** Analyze/ Evaluate**Supporting Skills**Author’s WordChoice | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend Onset and Rime Segment Onset and Rime**Letter Names**Letter Tt **Phonics**Letter/Sound: Tt, Short a, Long a**Reading Foundational****Skills**Demonstrateunderstanding of theorganization and basicfeatures of printDemonstrateunderstanding of spokenwords, syllables andphonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent texts withpurpose andunderstanding | **Words to****Know (High-****Frequency****Words)**we**Fluency** Pause for Punctuation Retelling Read with Expression | **Comprehension****Skill**UnderstandingCharacters**Comprehension Strategy** Analyze/Evaluate**Concepts of Print**Capitalization: First Word in a SentencePunctuation:Period,Exclamation Point | **Extend****Through****Research**Ask Questions**Speaking and Listening** Share Information and IdeasHave a Conversation | **Grammar Skill**Sensory Words**Writing Mode** Informative Writing Descriptive Sentences (sensory words)**Writing Foundational Skills** Match and write upper/lower case letters Write left to right with appropriate spacingOrally segment phonemes in single-syllable, spokenwordsRepresent phonemes insimple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers***Tt**We Like Toys***Vocabulary Reader***On the Farm***Leveled Readers:*** Advanced Readers *Winter Sleep*

 On Level Readers*At The Zoo** Struggling

Readers*A Walk in the**Woods** English Language

Learners*Visiting the Zoo* |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 2** | **This Week's Essential Question: Why do different animals move in different ways?** |
| **Lesson****8**10/13-10/26  | **Paired Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Move!***Genre:**InformationalText (Science)**Read Aloud Book***Jonathon and His**Mommy***Genre:**Realistic Fiction**Vocabulary****Strategies**Classify andCategorize: Action Words**Vocabulary**backward, beat,leap, strange,wiggle, zigzag | “The Hare andthe Tortoise”**Genre:**Folk Tale andFable(TraditionalTale)Characteristicsof a Folk Taleand a Fable(teaches alesson)**Text Focus Skill**Details**Target Strategy**Visualize**Supporting****Skills**Compare andContrast | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Blend Onset and RimeSegment Onset and Rime**Phonics**Letter Cc (/k/)**Reading Foundational****Skills**Demonstrateunderstanding of the organization and basicfeatures of printDemonstrateunderstanding of spoken words, syllables and phonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent texts withpurpose andunderstanding | **Words to****Know (High-****Frequency****Words)**a**Fluency**Read withExpression | **Comprehension****Skill**DetailsCompare andContrast**Comprehension****Strategy**Visualize**Concepts of****Print**Spaces Between WordsDirectionality | **Extend Through****Research**Identify SourcesResearch anAnimal**Speaking and Listening**ShareInformationand Ideas | **Grammar Skill**Adjectives for Colors**Writing Mode**Informative WritingCaptions (DescriptiveSentences; Colors, SensoryWords)**Writing Foundational****Skills**Match and writeupper/lower case letters Write left to right withappropriate spacingOrally segment phonemesin single-syllable, spoken wordsRepresent phonemes insimple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers***Cc**I can see***Vocabulary Reader***Visiting a Park***Leveled Readers:*** Advanced

Readers*In the Rain Forest* On Level Readers*At The Aquarium** Struggling

Readers*Let's Climb** English Language

Learners*At the Aquarium* |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 2** | **This Week's Essential Question: Why do people use wheels?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, English Language Arts-Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson****9**10/30-11/2 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group****Differentiation** |
| **Big Book***What Do**Wheels Do All**Day***Genre:** Informational Text (Science)**Read Aloud****Book***Good Morning**Digger***Genre:**Realistic Fiction**Vocabulary Strategies** RhymeSynonyms**Vocabulary**early, weeds,community,cement, vacant,Welding | "WheelsLong Agoand Today"**Genre:** Informational Text (Social studies)**Text Focus****Skill**Text andGraphicFeatures**Target Strategy** Question**Supporting****Skills**Conclusions | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Blend Phonemes**Phonics**Letter Pp**Reading Foundational Skills**Demonstrate understandingof the organization and basicfeatures of printDemonstrate understanding of spoken words, syllables and phonemesKnow and apply phonicsskills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**to**Fluency**Reading Rate | **Comprehension Skill**Text and Graphic Features Question**Comprehension Strategy** Question**Concepts of Print** Letters in Words | **Extend****Through****Research**Gather and Record Information**Speaking****and****Listening**ShareInformation and Ideas | **Grammar Skill**Adjectives for Numbers**Writing Mode**Informative WritingWrite to Describe: Description (Descriptive Words, Numbers)**Writing Foundational Skills**Match and write upper/lower caselettersWrite left to right with appropriatespacingOrally segment phonemes in single- syllable, spoken wordsRepresent phonemes in simple words, using letter-sound relationshipsWrite or select an initial or finalconsonant when a medial vowel is providedKnow and apply phonics and wordanalysis skills when encoding words | **Decodable****Readers***Pp**I Like Animals***Vocabulary Reader***My Bike***Leveled Readers:*** Advanced

Readers*Going Fast* On Level Readers *The Hayride** Struggling Readers

*In the City** English

Language Learners*Going for a Hayride* |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 2** | **This Week's Essential Question: What can we create with shapes?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson****10**11/6-11/9 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group****Differentiation** |
| **Big Book***Mouse**Shapes***Genre:**Concept Book**Read Aloud****Book***David’s Drawings* **Genre:** RealisticFiction**Vocabulary****Strategies**Classify andCategorize:Shape Words **Vocabulary**add, fluffy,fresh,grinned,moment,shyly | *Signs and Shapes* **Genre:** Informational Text (Social Studies)**Text Focus Skill**Story Structure**Target Strategy** Summarize**Supporting Skills** Understanding Characters | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Blend Phonemes**Phonics**Review Letters Aa (Short a), Tt, Cc (/k/), Pp**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**Review: see, we, a, to**Fluency** Read with Expression | **Comprehension****Skill**Story Structure**Comprehension Strategy**Summarize**Concepts of****Print** Capitalization: First Letter of a SentenceSpace BetweenWords | **Extend****Through****Research**Gather andRecord Information**Speaking and Listening** Talk About Characters | **Grammar Skill**Adjectives for Size and Shape**Writing Mode**Informative WritingWrite to Describe: Description (Descriptive Words, Size and Shape)**Writing Foundational Skills**Match and write upper/lower case lettersWrite left to right with appropriate spacingOrally segment phonemes in single- syllable, spoken wordsRepresent phonemes in simple words, using letter-sound relationshipsWrite or select an initial or final consonant when a medial vowel is providedKnow and apply phonics and word analysis skills when encoding words | **Decodable Readers** *Mmmm, Good! The Playground***Vocabulary Reader***Our Classroom***Leveled Readers:*** Advanced Readers

*A Hat for Cat* On Level Readers*The Tree House** Struggling Readers

*It's a Party** English Language Learners *Making a Tree House*
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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 3** | **This Week's Essential Question: How does the weather change in different months and seasons?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson****11**11/13-11/16 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Jump Into**January***Genre:** ConceptBook**Read Aloud Book***Every Season* **Genre:** Informational Text (Social Studies)**Vocabulary****Strategies**FigurativeLanguage**Vocabulary**bloom, pack,scatter,speckled,store, tracks | "Holidays All Year Long" **Genre:**Informational Text (Social Studies)**Text Focus Skill** Compare and Contrast**Target Strategy** Question**Supporting Skills**Text and Graphic Features | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend Phonemes Final Sounds**Phonics**Review Letter Aa (short a) Blending WordsWord Building**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**come, me**Fluency** Pause for Punctuation | **Comprehension Skill**Compare and ContrastText and Graphic Features**Comprehension Strategy** Question**Concepts of Print** Capitalization: First letter of a namePhrases Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point | **Extend Through****Research**Record andPublishResearchChart theWeather**Speaking and Listening** Share Information | **Grammar Skill**Sentence Parts: Subject**Writing Mode**NarrativeStory Sentences**Writing Foundational Skills** Match and write upper/lower case letters Write left to right with appropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers** *Come and See Me Pam and Me***Vocabulary Reader***Fun in July***Leveled Readers:*** Advanced Readers

*June Vacation* On Level Readers*Fun All Year** Struggling Readers *October Days*
* English Language Learners

*A Year of Fun* |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 3** | **This Week's Essential Question: What do animals do when the weather changes?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources -Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson****12**11/20-11/30 Two Weeks  | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Snow***Genre:** Fantasy**Read Aloud****Book***Storm is**Coming!***Genre:** Fantasy**Vocabulary Strategies** Classify and Categorize:Sensory Words **Vocabulary**guard, huddle,nodded,pasture, silent,stampede | “How WaterChanges”**Genre:**InformationalText (Science)**Text Focus Skill** Conclusions**Target Strategy** Monitor/ Clarify**Supporting****Skills**UnderstandingCharacters | ***MUST DO DAILY: Opening******Routines*****—****Phonemic Awareness**Blend PhonemesFinal sound**Phonics** Letter: Nn Words with nBlending Words**Reading Foundational Skills** Demonstrate understanding of the organization andbasic features of printDemonstrate understandingof spoken words, syllablesand phonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent texts withpurpose and understanding | **Words to****Know****(High-****Frequency****Words)**with, my**Fluency** Read with Expression | **Comprehension Skill** Conclusions Understanding Characters**Comprehension Strategy** Monitor/ Clarify**Concepts of Print** Letters and WordsPunctuation: Quotation Marks | **Extend****Through****Media****Literacy**IdentifyMedia FormsandTechniques**Speaking and Listening** Compare Texts | **Grammar Skill**Sentence Parts: Verb**Writing Mode**Narrative: Write to Express (Fictional Narrative)Story Sentences (Exact Verbs)**Writing Foundational Skills** Match and write upper/lower case lettersWrite left to right with appropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationshipsWrite or select an initial or final consonant when a medial vowel is providedKnow and apply phonics and word analysis skills when encoding words | **Decodable Readers***I Can Nap Tap with Me***Vocabulary Reader***Animals in the Snow***Leveled Readers:*** Advanced Readers

*No Snow* On Level Readers *Bears Through The Year** Struggling Readers

*Winter Vacation** English Language Learners

*Look at the Bears* |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 3** | **This Week's Essential Question: How do animals use their different body parts?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson 13**12/4-12/7  | **Paired Selections** | **Phonemic Awareness, Phonics and Spelling** | **Fluency and High-Frequency Words** | **Comprehension** | **Research and Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled Readers for Small****Group Differentiation** |
| **Big Book***What Do You Do**with a Tail Like**This?***Genre:** Informational Text (Science)**Read Aloud Book***A Zebra’s World***Genre:**Informational Text**Vocabulary****Strategies**Classify andCategorize:Color Words**Vocabulary**daily, herd,muscles,pattern, several,usually | Poems About Animals "Wings" "Dragonfly" "On Our Way" "Tails"**Genre:** Poetry**Text Focus Skill** Author’s Purpose**Target Strategy** Visualize**Supporting Skills**Text and Graphic Features | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend Phonemes Final Sound**Phonics** Letter: Ff Words with fBlending Words**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose andunderstanding | **Words to****Know (High-****Frequency****Words)**you, what**Fluency** Reading Rate | **Comprehension****Skill**Author’sPurpose**Comprehension Strategy** Visualize**Concepts of Print**Words andSentencesCompoundWords | **Extend Through Research** Ask Questions Research: Animal Fun Facts**Speaking and Listening** Share information and ideas | **Grammar Skill**Complete sentences:Capitalization and Punctuation**Writing Mode**Write to Express (Fictional Narrative)Story Sentences (Details)**Writing Foundational Skills**Match and write upper/lower caselettersWrite left to right with appropriatespacingOrally segment phonemes insingle-syllable, spoken words Represent phonemes in simplewords, using letter-soundrelationshipsWrite or select an initial or finalconsonant when a medial vowel isprovidedKnow and apply phonics and wordanalysis skills when encodingwords | **Decodable Readers** *What Can You See? Fat Cat***Vocabulary Reader***Lots of Birds***Leveled Readers:*** Advanced Readers

*In the Desert* On Level Readers*My Flower Garden** Struggling Readers

*The Pet Show** English Language Learners

*Lots of Flowers* |

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| **Kindergarten ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 3** | **This Week's Essential Question: Where do different animals make their homes?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources —Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson****14**12/11-12/14 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Turtle Splash***Genre:**Concept Book**Essential Question:**What causes eventsin a story to happen?**Read Aloud Book***Home for a Tiger,**Home for a Bear***Genre:**Informational Text(Science)**Vocabulary****Strategies**Classify andCategorizeNumber Words **Vocabulary**burrow, desert,(beaver’s) lodge,patient, shade,Soaring | *"Where Animals**Live"***Genre:**InformationalText (Science)**Text Focus****Skill**Cause and Effect**Target****Strategy**Infer/ Predict**Supporting****Skills**Author’s Purpose | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Blend PhonemesIsolate Middle Sound**Phonics**Letter BbWords with bBlending WordsWord Building**Reading Foundational****Skills**Demonstrateunderstanding of theorganization and basicfeatures of printDemonstrateunderstanding of spokenwords, syllables andphonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent texts withpurpose and understanding | **Words to****Know (High-****Frequency****Words)**are, now**Fluency**Read withExpression | **Comprehension****Skill**Cause and EffectAuthor’s Purpose**Comprehension****Strategy**Infer/Predict**Concepts of Print**Letters and Words | **Extend****Through****Media****Research**IdentifySourcesResearch anAnimal Habitat**Speaking and****Listening**ShareInformationand Ideas | **Grammar Skill**Verbs in Past Tense**Writing Mode**NarrativeStory (Sequencing Beginning,Middle, Ending)Organization**Writing Foundational Skills**Match and write upper/lower caselettersWrite left to right with appropriatespacingOrally segment phonemes insingle-syllable, spoken wordsRepresent phonemes in simplewords, using letter-soundrelationshipsWrite or select an initial or finalconsonant when a medial vowel isprovidedKnow and apply phonics and wordanalysis skills when encodingwords | **Decodable Readers***What Now? At Bat***Vocabulary Reader***How Many Ducks?***Leveled Readers:*** Advanced Readers

*Look in the Woods* On Level Readers*Splash!** Struggling Readers

*At the Pond** English Language Learners

*Four Frogs* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 7-14*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Quarterly Benchmark Testing December 18-21** |
| **BAW or Journeys Writing Project for Quarter**  |

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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 3** | **This Week's Essential Question: What can we see in the sky?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson****15**1/8-1/11  | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research and****Speaking and****Listening** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***What a Beautiful Sky!***Genre:** InformationalText (Science)**Essential Question:**Why is it importantto know whathappens first, next,and last in aselection?**Read Aloud Book** *How Many Stars in the Sky?***Genre:** Realistic Fiction**Vocabulary Strategies** Figurative Language: Simile **Vocabulary**dazzling, distance,gazing, leaned,planet, tunnel | “What Willthe WeatherBe Like?”**Genre:** Informational Text (Science)**Text Focus****Skill**Sequence ofEvents**Target Strategy** Analyze/ Evaluate**Supporting****Skills** Author’s Word Choice | ***MUST DO DAILY: Opening Routines*****—****Phonemic Awareness** Blend Phonemes Isolate Middle Sounds**Phonics**Review Letters Aa (Short a), Nn, Ff, BbWords with a (Short a), n, f, bBlending Review Word Building**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)** Review: come, me,with, my,you, what,are, now**Fluency**Pause for Punctuation | **Comprehension****Skill**Sequence ofEvents**Comprehension****Strategy**Analyze/Evaluate**Concepts of****Print**Letters, Words, and Sentences | **Extend****Through****Research**Gather and Record Information**Speaking****and****Listening**Share Information and Ideas Talk About the NightSky | **Grammar Skill**Statements (Capitalizationand Punctuation)**Writing Mode** Narrative Writing Story**Writing Foundational Skills**Match and write upper/lowercase lettersWrite left to right withappropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when a medial vowel is provided Know and apply phonics andword analysis skills whenencoding words | **Decodable Readers***Pam Cat Come with Me***Vocabulary Reader***In the Sky***Leveled Readers:*** Advanced Readers

*The Storm* On Level Readers*Rainy Day** Struggling Readers *Look UP!*
* English Language Learners *Rain Today*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 4** | **This Week's Essential Question: What kinds of things do scientists study?** |
|  | **\*\*Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources Arizona Standards Reading List\*\***Read Aloud Title:** *Tomás and the Library Lady* **Genre:** Story |
| **Lesson 16**1/15-1/18 | **Paired Selections** | **Phonemic Awareness, Phonics and Spelling** | **Fluency and High- Frequency Words** | **Comprehension** | **Research, Speaking and Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled Readers for Small Group****Differentiation** |
| **Big Book***What is**Science?***Genre:** Informational Text (Science)**Read Aloud Book***Dear Mr.**Blueberry***Genre:** Fantasy**Vocabulary****Strategies**Classify andCategorize:Science Words**Vocabulary**information,perhaps,pleased, pond,spurt, travel | *Benjamin**Franklin,**Inventor***Genre:** Biography Informational Text (Social Studies)**Text Focus Skill** Details**Target****Strategy**Summarize**Supporting Skills**Main Ideas | ***MUST DO DAILY: Opening Routines*****—****Phonemic Awareness** Blend Phonemes Isolate Middle Sound**Phonics***Letter Ii**Words with Long i and Short i**Blending Words***Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know****(High-****Frequency****Words)** is, how, of, so, many, where**Fluency** Pause for Punctuation | **Comprehension****Skill** Details Main Idea Graphic Organizer: Web Map**Comprehension Strategy** Summarize**Concepts of Print**Parts of a Book Role of Author, IllustratorDirectionality: Left to Right Punctuation: QuestionMark, Period | **Extend Through Media and Research Literacy**Share Ideas About Science**Speaking and Listening** Share Ideas**Study Skills** Distinguish Fantasy from RealismForm Questions: Use and Respond to Question WordsParts of a Book: Front and Back Covers, Title Page Parts of a Book: Table of Contents, Page Numbers | **Grammar Skill**Questions**Writing Mode**Write to Narrate (personal NarrativeMessage (Different Parts)**Writing Foundational Skills** Match and write upper/lower case lettersWrite left to right with appropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationshipsWrite or select an initial or final consonant when a medial vowel is providedKnow and apply phonics and word analysis skills when encoding words | **Decodable Readers** *What Is It? Fit is My Cab***Vocabulary Reader** *Camping Under the Stars***Leveled Readers:*** Advanced Readers

*In the Tree* On Level Readers*My Yard** Struggling Readers *Animals in the Woods*
* English Language Learners *In My Yard*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 4** | **This Week's Essential Question: How do living things change as they grow?** |
| **Lesson****17**1/22-1/25 | **Paired Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***From**Caterpillar to Butterfly* **Genre:** InformationalText**Read Aloud****Book***It is the Wind* **Genre:** RealisticFiction**Vocabulary Strategies** MultipleMeaningWords **Vocabulary**creaks, hare,hinge,howling(wind), path,sways | "Anansi and Grasshopper" **Genre:**Folk Tale and Trickster Tale (Traditional Tale)**Text Focus Skill** Sequence of Events Characteristics of a Folk Tale and of a Trickster Tale**Target Strategy**Infer/Predict**Supporting Skills**Author’s Word Choice | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend Phonemes Segment Phonemes**Phonics** Letter Gg Words with gBlending Words Word Building**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency Words)** find, this,from, came,but, on**Fluency** Read with Expression | **Comprehension****Skill**Sequence ofEvents Author’s Word Choice**Comprehension****Strategy**Infer/Predict**Concepts of Print**UsingPictures andText Poetry | **Extend Through Research** Identify Sources**Speaking and Listening** ShareInformation and Ideas**Study Skills** Distinguish Fantasy from RealismForm Questions: Use and Respond to Question Words Parts of a Book: Front and Back Covers, Title PageParts of a Book: Table of Contents, Page Numbers | **Grammar Skill**Proper Nouns for Places, People, and Pets**Writing Mode**Write to Narrate (Personal Narrative): Message (Different Parts)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single- syllable, spoken words Represent phonemes in simple words, usingletter-sound relationships Write or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers***Can You Find it? Gig Pig***Vocabulary Reader***Bugs!***Leveled Readers:*** Advanced Readers

*Rosie and the Bug Jar* On Level Readers *Find the Bug** Struggling Readers *Bug Parts*
* English Language Learners *Look for Bugs*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 4** | **This Week's Essential Question: In what ways is the Atlantic Ocean special?** |
| **Lesson****18**1/29-2/1 | **Paired Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research, Speaking and****Listening, Study Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Atlantic***Genre:**InformationalText (Science)**Read Aloud****Book***One-Dog Canoe***Genre:**Fiction**Vocabulary****Strategies**Context Clues **Vocabulary** canoe, dew, glided, paddle,peered, crew | Poems Aboutthe Sea“If You Ever”“A Sailor Wentto Sea, Sea,Sea”“Ten LittleFishes”“Undersea”**Genre:** Poetry**Text Focus****Skill**Author’sPurpose**Target Strategy**Analyze/Evaluate**Supporting Skills**FigurativeLanguage | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend Phonemes Segment Phonemes**Phonics** Letter Rr Words with rBlending Words Word Building**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose andunderstanding | **Words to****Know****(High-****Frequency****Words)**will, be,into, that,your, who**Fluency**Read withExpression | **Comprehension Skill** Author's Purpose Graphic Organizer: Inference Map**Comprehension Strategy** Analyze/ Evaluate**Concepts of Print** Letters and Words Types, Functions of Print Materials: Inform | **Extend Through****Research**Compare Bodies ofWater**Speaking and****Listening**Share Information**Study Skills**Distinguish Fantasyfrom RealismForm Questions:Use and Respondto Question WordsParts of a Book:Front and Back Covers, Title Page Parts of a Book:Table of Contents,Page Numbers | **Grammar Skill**Verbs in Future Tense**Writing Mode**Write to Narrate (Personal Narrative): Friendly Letter (Different Parts)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single- syllable, spoken words Represent phonemes in simple words, using letter-sound relationshipsWrite or select an initial or final consonant when a medial vowel is providedKnow and apply phonics and word analysis skills when encoding words | **Decodable Readers***What Will It Be? Rac Is It***Vocabulary Reader***At the Beach***Leveled Readers:*** Advanced Readers

*By the Sea* On Level Readers *Let's Swim** Struggling Readers

*The Sea** English Language Learners *Swimming*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 4** | **This Week's Essential Question: What kinds of things could happen on a hike?** |
| **Lesson 19**2/5-2/8  | **Paired Selections** | **Phonemic Awareness, Phonics and Spelling** | **Fluency and High-Frequency****Words** | **Comprehension** | **Research, Speaking and Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled Readers for Small Group****Differentiation** |
| **Big Book***Sheep Take**a Hike***Genre:**Fantasy**Read Aloud****Book***Nicky and**the Rainy**Day***Genre:**Fantasy**Vocabulary Strategies**Antonyms**Vocabulary**blizzards,boring, cliffs, impossible,jungle,meadow | "The ThreeBilly GoatsGruff""The Builderand the Oni"**Genre:** FairyTale(TraditionalTales)**Text Focus****Skill**Cause andEffectSequence ofEvents**Target****Strategy**Question**Supporting****Skills** Sequence of Events | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend Phonemes Segment Phonemes**Phonics** Letter Dd Words with dBlending Words Word Building**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts withpurpose and understanding | **Words to****Know****(High-****Frequency****Words)**go, for,here, they,soon, up**Fluency**Pause forPunctuation | **Comprehension****Skill**Cause and Effect Sequence of EventsGraphic Organizer: Cause and Effect**Comprehension Strategy** Question**Concepts of Print** Punctuation: Period, Question Mark, Exclamation Point Directionality: Top to Bottom, Left to Right Parts of a Book: Page Numbers | **Speaking and Listening** Share Ideas Tell a Story Together**Study Skills** Distinguish Fantasy from Realism FormQuestions: Use and Respond to Question WordsParts of a book: Front Cover, Back Cover, Title PageParts of a Book: Table of Contents, Page Numbers | **Grammar Skill**Verbs in Past Tense**Writing Mode** Write a Narrative (Personal Narrative) Story (Exact Nouns)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken wordsRepresent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers** *Go for It!**D is for Dad***Vocabulary Reader***Going for a Hike***Leveled Readers:*** Advanced Readers

*Come for a Swim* On Level Readers *Summer Camp** Struggling Readers *Taking Pictures*
* English Language Learners *Fun at Camp*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 4** | **This Week's Essential Question: What do scientists do when they discover something new?** |
| **Lesson****20**2/12-2/15 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Curious**George’s**Dinosaur**Discovery***Genre:**Fantasy**Read Aloud****Book***Duck &**Goose***Genre:**Fantasy**Vocabulary****Strategies**Synonyms**Vocabulary**apologized,attention,confusion,notice,snooze,webbed | “Exploring Land and Water” **Genre:** Informational Text (Science)**Text Focus Skill** Sequence of Events Conclusion**Target Strategy** Visualize**Supporting Skills** Sequence of Conclusions | ***MUST DO DAILY: Opening Routines*****—****Phonemic Awareness** Blend Phonemes Segment Phonemes**Phonics**Review Letters Ii (Short i), Gg, Dd, RrReview words with I (Short i), g, d, r,Long i/i\_e Blending Review Word Review**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**Review: of, into, so, that,many, your,where, who,from, here,came, they,but, will, is,be, how, go,find, for, this,soon, on, up**Fluency**Reading Rate | **Comprehension Skill** Sequence of Events Conclusion Graphic Organizer: Web**Comprehension Strategy** Visualize**Concepts of Print**High- Frequency WordsRole of Author | **Speaking and Listening** Discuss Curiosity**Study Skills** Distinguish Fantasy from Realism FormQuestions: Use and Respond to Question WordsParts of a Book: Front and Back Covers, Title PageParts of a Book: Table of Contents, Page Numbers | **Grammar Skill**Verbs: Past, Present,Future**Writing Mode**Opinion Writing**Writing Foundational****Skills**Match and writeupper/lower case lettersWrite left to right withappropriate spacingOrally segment phonemesin single-syllable, spokenwordsRepresent phonemes insimple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers** *The Big Dig We Fit***Vocabulary Reader***In the Animal Park***Leveled Readers:*** Advanced Readers *Curious George*

*Visits the Woods* On Level Readers *Curious George and the Hungry Animals** Struggling Readers *Curious George Visits Friends*
* English Language Learners *Curious George and the Animals*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 5** | **This Week's Essential Question: How do musicians work together to make music?** |
| **Lesson****21**2/19-2/22 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research, Speaking****and Listening,****Study Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Zin! Zin! A**Violin***Genre:**Poetry**Read Aloud****Book***Simon and**Molly plus**Hester***Genre:**RealisticFiction**Vocabulary****Strategies**Multiple-MeaningWords**Vocabulary**idea, just,plain, teach,together, until | Poems About Music “Celebration” “The Lobsters and the Fiddler Crab” The More We Get Together” **Genre:** Poetry/ Song**Text Focus Skill** Details**Target Strategy** Infer/Predict**Supporting Skills** Author’s Word Choice | ***MUST DO DAILY: Opening Routines*****—****Phonemic Awareness** Blend Phonemes Segment Phonemes**Phonics***Letter: Oo (short O) Words with o (short O) Adding –s (/s/, /z/) (no formal lesson) Blending Words***Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts withpurpose and understanding | **Words to****Know (High-****Frequency****Words)**make, play**Fluency**Read withExpression | **Comprehension****Skill** Details Graphic Organizer: Web**Comprehension Strategy** Infer/Predict**Concepts of Print** Directionality: Top to Bottom, Left to Right Compound Words | **Extend Through****Media Literacy**Identify Mediaforms**Speaking and****Listening**Share Ideas**Study Skills**Different Typesof Print MaterialParts of aLibraryAlphabeticalOrderUse Newspapers | **Grammar Skill**Pronouns: he, she, we**Writing Mode** Write to Inform: Lists (structure of numbered lists)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken wordsRepresent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers** *Make it Pop! My Dog Tom***Vocabulary Reader***Friends***Leveled Readers:*** Advanced Readers

*Kevin and Lucy* On Level Readers*Mouse and Bear** Struggling Readers

*The Show** English Language Learners *Mouse and Bear are Friends*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 5** | **This Week's Essential Question: How do things change when someone is growing up?** |
| **Lesson****22**2/26-2/29 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small****Group Differentiation** |
| **Big Book***Leo The Late**Bloomer***Genre:**Fantasy**Read Aloud Book***A Tiger Grows Up* **Genre:** Informational Text (Science)**Vocabulary****Strategies**Antonyms**Vocabulary**blend, cub,den,pounces,prey, scraps | *What Can a Baby Animal Do?***Genre:** Informational Text (Science)**Text Focus Skill**Story Structure**Target Strategy** Analyze/ Evaluate**Supporting Skills** Sequence of Events | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend and Segment PhonemesSubstitute Phonemes**Phonics** Letters Xx, Jj Words with x, jBlending Words**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts withpurpose and understanding | **Words to****Know (High-****Frequency****Words)**said, goodwas, then,are, could**Fluency** Reading Rate | **Comprehension Skill**Story Structure Sequence of EventsGraphic Organizer: Sequence of Events**Comprehension Strategy** Analyze/Evaluate**Concepts of Print** Punctuation: Quotation Marks Capitalization: First Letter in a Name | **Speaking and****Listening**Talk AboutFiction andInformationalTexts**Study Skills Different Types of Print Materials** Parts of a LibraryAlphabeticalOrderUseNewspapers | **Grammar Skill**Pronouns: they, it, I**Writing Mode** Write to Inform Lists (Structure of Numbered lists**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken wordsRepresent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers***A Good Job Fix It!***Vocabulary Reader***Family Fun***Leveled Readers:*** Advanced Readers

*Good Job Sam!* On Level Readers*A Day At School** Struggling Readers

*Our Family Vacation** English Language Learners *Our School*
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| **Kindergarten ELA Curriculum Map—Quarter 3, Lessons 15-22** ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Quarterly Benchmark Testing March 4-March 7**  |
| **BAW or Journeys Writing Project for Quarter**  |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 5** | **This Week's Essential Question: What steps can someone follow to plant and grow flowers?** |
| **Lesson****23**3/18-3/21 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable &****Leveled Readers for****Small Group****Differentiation** |
| **Big Book***Zinnia's**Flower**Garden***Genre:**InformationalText (SocialStudies)**Read Aloud Book***Oscar and the Frog***Genre:** Informational Text (Science)**Vocabulary****Strategies**Context Clues**Vocabulary**tadpole,stared, gills,hatch, shrink,(river) bank | GrowingSunflowers**Genre:**InformationalText (SocialStudies)**Text Focus****Skill** Sequence of Events**Target Strategy** Visualize**Supporting Skills**Text andGraphicFeatures | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend and Segment PhonemesSubstitute Phonemes**Phonics**Letter Ee (Short e) Words with e (Long e, Short e)Blending Words**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts withpurpose and understanding | **Words to****Know (High-****Frequency****Words)**she, when,all, her,over, some**Fluency** Pause for Punctuation | **Comprehension Skill**Sequence of EventsText and Graphic Features Graphic Organizer: Sequence of Events Flow Chart**Comprehension Strategy** Visualize**Concepts of Print** Diagrams and Labels | **Research and****Media Literacy**How LivingThings Grow**Speaking and****Listening**ShareInformation and Ideas**Study Skills** Different Types of Print MaterialsParts of aLibrary Alphabetical OrderUseNewspapers | **Grammar Skill**Proper Nouns for Days and Months**Writing Mode**Write to Inform: Invitations (Lists, Sentence Fluency)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken wordsRepresent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers** *My Pet Dog Ben and Jen***Vocabulary Reader***The Flower***Leveled Readers:*** Advanced Readers

*A City Garden* On Level Readers*In the Garden** Struggling Readers

*The Vegetable Garden** English Language Learners *The Garden*
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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 5** | **This Week's Essential Question: How do animals’ colors help them survive?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text, Resources —Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****24**3/25-3/28  | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***Chameleon,**Chameleon***Genre:**InformationalText (Science)**Read Aloud Book:***Red Eyes or Blue Feathers* **Genre:** Informational Text (Science)**Vocabulary Strategy**Classify andCategorize:DescribingWords**Vocabulary**communicate,mood, scent,sly, survive,Temperature | "Amazing Animal Bodies" **Genre** Informational Text (Science)**Text Focus Skill** Conclusions**Target Strategy** Monitor/ Clarify**Supporting Skills** Author’s Purpose | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness** Blend and Segment PhonemesSubstitute Phonemes**Phonics**Letters Hh, Kk Words with h, k Blending Words Word Building**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**he, no,away, by,must, there**Fluency** Pause for Punctuation | **Comprehension****Skill**ConclusionsAuthor’s PurposeGraphic Organizer:Conclusion FlowMap**Comprehension Strategy** Monitor/Clarify**Concepts of Print**Sound wordsTypes, Functions ofPrint Materials | **Speaking and****Listening**Play a GuessingGame**Study Skills**Different Typesof Print MaterialsParts of a Library Alphabetical OrderUse Newspapers | **Grammar Skill** Questions (Capitalization and Punctuation)**Writing Mode**Write to Inform Report (Dictate Facts)**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single- syllable, spoken words Represent phonemes in simple words, usingletter-sound relationships Write or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers***Hog in a Hat Kid Hid***Vocabulary Reader***The Lion***Leveled Readers:*** Advanced Readers

*What Animals Eat* On Level Readers*Feeding Our Pets** Struggling Readers

*Bugs for Dinner** English Language Learners

*Pets at School* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 5** | **This Week's Essential Question: How do people get food from plants?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text, Resources Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****25**4/1-4/4 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***Pie in the Sky***Genre:**RealisticFiction**Read Aloud****Book:***Bread Comes**to Life* **Genre:** Informational Text**Vocabulary****Strategy**Classify andCategorize: Seasons**Vocabulary**crop, golden,patch, sprout,sturdy, grind | "From Apple to Store" **Genre**InformationalText (Social Studies)**Text Focus Skill** Text and Graphic Features**Target Strategy** Summarize**Supporting Skills** Sequence of Events | ***MUST DO DAILY: Opening Routines*****—****Phonemic Awareness** Blend and Segment PhonemesSubstitute Phonemes**Phonics**Review Letters Oo(short o), Xx, Jj, Ee(short e), Hh, Kk Words with o (short o), x, j, e (short e), h ,kBlending Review**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of printDemonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding wordsFluencyRead emergent texts withpurpose and understanding | **Words to Know (High- Frequency Words)** Review: over, by, them, ate, her, there, give, could, when, make, say, she, some, play, new, all, away, said, was, he, must, good, then, no**Fluency** Read with Expression | **Comprehension Skill**Text and Graphic Features Sequence of Events Graphic Organizer: KWL, T Chart**Comprehension Strategy** Summarize**Concepts of Print**Using Pictures, TextTypes, Functions of Print Material | **Extend Through Research** Favorite Recipes**Speaking and Listening** Share ideas**Study Skills** Different Types of Print materials Parts of a Library Alphabetical OrderUse Newspapers | **Grammar Skill**Exclamations(Capitalization andPunctuation)**Writing Mode**Write to inform:Report (dictate facts)**Writing Foundational Skills** Match and write upper/lower case letters Write left to right withappropriate spacingOrally segment phonemes insingle-syllable, spoken wordsRepresent phonemes insimple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonics andword analysis skills whenencoding words | **Decodable Readers***Six Pigs Hop Play Kid, Play***Vocabulary Reader***Snack Time***Leveled Readers:*** Advanced Readers

*Making a Mud Pie* On Level Readers*Apples** Struggling Readers

*The Baker** English Language Learners

*We Like Apples* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 6** | **This Week's Essential Question: Why is it important to try hard?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text, Resources -Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****26**4/8-4/11 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***Kitten’s First**Full Moon***Genre:**Fiction**Read****Aloud Book:** *Curious George Makes**Pancakes***Genre:**Fantasy**Vocabulary****Strategy**Antonyms**Vocabulary**assistant,enormous,generous,mayor,shocked,Volunteers | DrinkingFountainThe PuppyChased theSunbeamSilverlyMoon Boat **Genre**: Poetry**Text Focus****Skill**Conclusions**Target Strategy**Visualize**Supporting****Skills**Fantasy vs.RealisticText | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Substitute Phonemes**Phonics**Letter Uu (short U) Words with u (short u) Blending Words**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**do, down,went, only,little, just**Fluency**Pause forPunctuation | **Comprehension Skill** Conclusions Genre: fantasy vs. Realistic TextGraphic Organizer: Drawing Conclusions**Comprehension Strategy** Visualize**Concepts of Print**Types, Functions of Print Materials | **Speaking and****Listening**Talk AboutTrying YourBest**Study Skills**Give an Oral ReportUse Visuals and PropsUse a MapUse a Calendar | **Grammar Skill**Nouns: Singular and Plural**Writing Mode**Write to Express Responses to Literature (Sentence Frames, Expressing an Opinion)**Writing Foundational Skills** Match and write upper/lower case lettersWrite left to right with appropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers***Fun, fun, Fun Bug and Cat***Vocabulary Reader***I Can!***Leveled Readers:*** Advanced Readers

*Team Work* On Level Readers*Things I Can Do** Struggling Readers

*Time for Breakfast** English Language Learners

*Things I like to Do* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 6** | **This Week's Essential Question: What is it like to be the youngest in a family?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text, Resources -Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****27**4/15-4/18 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***One of Three***Genre:**RealisticFiction**Read Aloud Book:** *Someone**Bigger* **Genre:** Humorous Fiction**Vocabulary Strategies** Classify and Categorize: Places**Vocabulary**creatures,firmly, kite,launched (akite), light,Replied | Cross-Country Trip**Genre**InformationalText (SocialStudies)**Text Focus****Skill** Compare and Contrast**Target Strategy** Monitor/ Clarify**Supporting****Skills**UnderstandingCharacters | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Substitute Phonemes**Phonics** Letters Ll, Ww Words with l, wBlending Words**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose andunderstanding | **Words to Know (High- Frequency Words)** have, help, one, every, ask, walk**Fluency** Read with Expression | **Comprehension Skill**Compare andContrastUnderstandingCharactersGraphicOrganizer: Venn Diagram**Comprehension Strategy** Monitor/Clarify**Concepts of Print** Parts of a Book: Front and BackCovers, Title Page,Dedication Page | **Extend Through Media Literacy** Identify Media Forms and Techniques**Speaking and Listening** Talking About a Trip**Study Skills** Give an Oral ReportUse Visuals and Props Use a Map Use a Calendar | **Grammar Skill**Subject-Verb Agreement(Past, Present, Future)**Writing Mode**Write to Express: Responseto Literature (Sentence Frames, Giving Reasons)**Writing Foundational Skills** Match and write upper/lower case letters Write left to right withappropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes insimple words, using letter-sound relationshipsWrite or select an initial orfinal consonant when amedial vowel is providedKnow and apply phonics andword analysis skills whenencoding words | **Decodable Readers***Win a Cup! Wes Can Help***Vocabulary Reader***Let’s Have Fun***Leveled Readers:*** Advanced Readers

*Dan and His Brothers* On Level Readers*My Big Brother Ned** Struggling Readers

*Our Room** English Language Learners

*My Brother* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 6** | **This Week's Essential Question: Why is it important to help your friends?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text, Resources -Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****28**4/22-4/25 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-Frequency****Words** | **Comprehension** | **Research,****Speaking and****Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***You Can Do**It, Curious**George!***Genre:**Fantasy**Read Aloud****Book:***The Little**Engine That**Could***Genre:**Fantasy**Vocabulary****Strategy**Context Clues**Vocabulary**bellowed,dingy,rumbled,valley,waiters,Weary | Poems AboutThings YouCan Do:"Whistling""Time ToPlay""Look at theWay WeBrush OurTeeth"**Genre:**Poetry**Text Focus****Skill**Story Structure**Target Strategy**Infer/Predict**Supporting****Skills**Genre: Fantasy | ***MUST DO DAILY: Opening Routines*****—****Phonemic Awareness**Substitute Phonemes**Phonics**Letters Vv, Zz Words with v, z Blending Words**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**Look, out**Fluency**Pause forPunctuation | **Comprehension****Skill**Story StructureGenre: FantasyGraphicOrganizer: StoryMap**Comprehension****Strategy**Infer/Predict**Concepts of Print**EnvironmentalPrint | **Extend Through****Media Literacy**Write AboutCurious George**Speaking and****Listening**Share Ideas**Study Skills**Give and OralReportUse Visuals andPropsUse a MapUse a Calendar | **Grammar Skill**Subject-Verb Agreement (Past, Present, Future)**Writing Mode**Write to Express: Response to Literature**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken wordsRepresent phonemes in simple words, using letter- sound relationshipsWrite or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers***Vet on a Job! Roz the Vet***Vocabulary Reader***Playing Ball***Leveled Readers:*** Advanced Readers *Curious George and the Newspapers*

 On Level Readers *Curious George Goes for a Ride** Struggling Readers *Up and Away Curious George*
* English Language Learners

*Curious George Likes to Ride* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 6** | **This Week's Essential Question: What do children learn in kindergarten?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text—Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****29**4/29-5/2 | **Paired****Selections** | **Phonemic Awareness,****Phonics and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research, Speaking****and Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***Look At Us***Genre:**InformationalText (SocialStudies)**Read Aloud Book:***Baby Brains* **Genre:** Fiction**Vocabulary****Strategy**FigurativeLanguage**Oral****Vocabulary**certainly,embarrassed,language,mumbled,popular,study | "The Three Little Pigs" **Genre** Fairy Tale (Traditional Tale)**Text Focus Skill**Main Idea and Details**Target Strategy** Question**Supporting Skills** Author’s Purpose | ***MUST DO DAILY:******Opening Routines*****—****Phonemic Awareness**Track Syllables**Phonics**Letters Yy, Qu (qu) Words with q (qu) Blending Words**Reading Foundational Skills**Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemesKnow and apply phonics skills in decoding words FluencyRead emergent texts with purpose and understanding | **Words to****Know (High-****Frequency****Words)**off, take, our,day, too,show**Fluency**Reading Rate | **Comprehension****Skill**Main Idea andDetailsGraphicOrganizer: StoryWeb**Comprehension Strategy** Question**Concepts of****Print**Types, Functionsof PrintMaterials | **Extend Through****Research**Discuss SimonJames Books**Speaking and****Listening**Share Information and Ideas**Study Skills**Give an Oral ReportUse Visuals and UsePropsUse MapsUse Calendars | **Grammar Skill** Prepositions: for, to, with, from, of**Writing Mode** Write to Express Journal**Writing Foundational Skills** Match and write upper/lower case lettersWrite left to right with appropriate spacingOrally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationshipsWrite or select an initial or final consonant when a medial vowel is providedDemonstrate and understand that each syllable is organized around a vowel soundKnow and apply phonics and word analysis skills whenencoding words | **Decodable Readers***Not Yet**Can Not Quit Yet***Vocabulary Reader***Our***Leveled Readers:*** Advanced Readers

*Lots of Helpers* On Level Readers*Riding to School** Struggling Readers

*Zoom!** English Language Learners

*Going to School* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **4th Quarter Benchmark- May 6-May 9**  |
| **BAW or Journeys Writing Project for End of Year**  |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Unit 6** | **This Week's Essential Question: What can I do to be a good friend or a good neighbor?** |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Text, Resources —Arizona Standards Reading List\*\***Text Title:** *Put Me in the Zoo* (Student Read Text) **Genre:** Story |
| **Lesson****30**5/13-5/16 | **Paired****Selections** | **Phonemic Awareness, Phonics****and Spelling** | **Fluency and****High-****Frequency****Words** | **Comprehension** | **Research, Speaking****and Listening, Study****Skills** | **Grammar and Writing** | **Decodable & Leveled****Readers for Small Group****Differentiation** |
| **Big Book***Miss**Bindergarten**Celebrates the**Last Day of Kindergarten* **Genre:** Fantasy**Read Aloud Book:***Pet Show!* **Genre:** Realistic Fiction**Vocabulary****Strategies**Synonyms**Vocabulary**announced, entrance,expect,favorite,independent,Judge | "Schools Then and Now" **Genre** Informational Text (Social Studies)**Text Focus Skill** Understanding Characters**Target Strategy** Summarize**Supporting Skills**Genre: Fantasy vs. Realistic Text | ***MUST DO DAILY: Opening******Routines*****—****Phonemic Awareness**Track Syllables**Phonics**Review Letters Aa (short a), Ee (short e), Ii (short I), Oo (short o), Uu (short u) Blending ReviewWords with –s, -ing**Reading Foundational Skills** Demonstrate understanding of the organization and basic features of printDemonstrate understandingof spoken words, syllables and phonemesKnow and apply phonicsskills in decoding wordsFluencyRead emergent texts withpurpose and understanding | **Words to****Know****(High-****Frequency****Words)** Review: do, little, look, saw, down, just, out, put, have, one, off, our,help, every, take, day, went, ask,very, too,only, walk,their, show**Fluency**Read withExpression | **Comprehension****Skill**UnderstandingCharacters Genre Graphic Organizer:T-Map**Comprehension Strategy** Summarize**Concepts of Print** EnvironmentalPrint | **Speaking and****Listening**Good Neighborsand Good Friends**Study Skills** Give an Oral ReportUse Visuals and PropsUse Maps Use Calendars | **Grammar Skill**Prepositions: in, on, out,off, by**Writing Mode**Journal**Writing Foundational Skills**Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single- syllable, spoken wordsRepresent phonemes insimple words, usingletter-sound relationships Write or select an initialor final consonant when amedial vowel is providedKnow and apply phonicsand word analysis skillswhen encoding words | **Decodable Readers***Max is Down**A Fun Job***Vocabulary Reader***Trip to the Fire Station***Leveled Readers:*** Advanced Readers

*A Very Nice Lunch* On Level Readers*The Costume Box** Struggling Readers

*Our Class Band** English Language Learners

*Dressing Up* |

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| **Kindergarten ELA Curriculum Map—Quarter 4, Lessons 23-30*****For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** |
| **Last Week of School Activities 20-23** |
| **BAW or Journeys Writing Project for End of Year**  |