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.** | |
| **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 Print  Recognizes 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 Handling  Distinguish Letter, Numbers Environmental Print | **Phonemic Awareness:**  Rhyming Words  Blend 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**  Informational  Text (Social Studies)  **Read Aloud**  **Book**  *Building with Dad*  Genre: Realistic  Fiction  **Vocabulary**  **Strategies**  Classify and  Categorize,  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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and  understanding | **Words to Know**  **(High-**  **Frequency**  **Words)**  I  **Fluency:**  Read with  Expression,  Retelling | **Comprehension**  **Skill:**  Main Ideas  Genre  **Comprehension Strategy:**  Summarize  **Concepts of Print:** Directionally: Left  to Right  Book Parts  Punctuation:  Period  **Speaking and**  **Listening**  Talk About  Families | **Grammar Skill**  Nouns for People  **Writing Mode**  Narrative Writing  Writing About Us Labels (Names)  **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  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 | **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:**  Informational  Text(Social  Studies)  **Vocabulary**  **Strategies**  Antonyms  **Vocabulary**  busy, company,  container, job,  scoop, tortoises | *My School Bus*  **Genre:**  Informational  Text (Social Studies)  **Text Focus**  **Skill**  Understanding  Characters  **Target**  **Strategy**  Infer/predict  **Supporting**  **Skill**  Author’s  Purpose | ***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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and understanding | **Words to Know**  **(High-Frequency**  **Words)**  like  **Fluency**  Pause for  Punctuation  Retelling | **Comprehension Skill**  Understanding  Characters  **Comprehension Strategy** Infer/Predict  **Concepts of Print**  Directionality: Follow  Words, Locate Print,  Left to Right, Top to  Bottom  Punctuation: 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 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 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**  *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:**  Realistic  Fiction  **Read Aloud**  **Book**  *I Have a Pet!*  **Genre:**  Realistic  Fiction  **Vocabulary**  **Strategies**  Synonyms  **Vocabulary**  cooperate,  curious,  interesting,  slimy,  smooth, vet | *“Different*  *Kinds of*  *Dogs”*  **Genre:**  Informational  Text  (Science)  **Text Focus**  **Skill**  Story  Structure  **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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  the  **Fluency**  Reading Rate,  Retelling | **Comprehension**  **Skill**  Story Structure  Conclusions  **Comprehension**  **Strategy**  Monitor/Clarify  **Concepts of Print**  Compound Words  Directionality: Left  to Right, Spoken  Words to Print  Letters and  Words: First, Last  Letters,  Distinguish Letters  from 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/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  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** *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:**  Informational  Text (Social Studies)  **Read Aloud Book**  *Pizza At Sally’s*  **Genre:**  Realistic Fiction  **Vocabulary**  **Strategies**  Environmental  Print  **Vocabulary**  customers,  dough, famous,  perfect, sprinkled, stretchy | "The Elves and  the Shoemaker"  "The Lion and the  Mouse"  **Genre for Elves:** Fairy Tale **Genre for Lion:**  Fable  Characteristics of a Fairy Tale and  of a Fable  **Text Focus Skill**  Text and Graphic  Features  **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**  Demonstrate  understanding of the  organization and basic  features of print  Demonstrate  understanding of spoken words, syllables and phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts  with purpose and  understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  and  **Fluency**  Pause for Punctuation  Retelling | **Comprehension**  **Skill**  Analyze/Evaluate  **Comprehension Strategy**  Text and Graphic  Features  **Concepts of**  **Print**  Capitalization:  First Word in a  Sentence  Punctuation:  Period, Question  Mark | **Extend Through**  **Research**  Ask questions  **Listening and Speaking** Share Ideas | **Grammar Skill**  Action Verbs in Present  Tense  **Writing Mode**  Narrative Writing  Class Story (Telling Details)  **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 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** *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 Tale  and Fable  **Vocabulary Strategies**  Synonyms  **Vocabulary**  admired,  delicious, delight,  doubt, fable, sigh | *Stone Soup*  **Genre:**  Folktale/  Traditional  Tale  **Text Focus Skill** Details  **Target Strategy** Question  **Supporting**  **Skills**  Cause and  Effect | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness**  **Beginning sounds**  Words in Oral Sentences  **Phonics** Letters Ss Review m, s  **Reading Foundational Skills**  Demonstrate understanding  of the organization and basic features of print  Demonstrate understanding  of spoken words, syllables  and phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts with  purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  I, like, the, and  **Fluency** Read with Expression | **Comprehension**  **Skill**  Sequence of  Events  **Comprehension Strategy** Question  **Concepts of Print**  Capitalization, First  Word in a  Sentence Punctuation:  Period, Question  Mark | **Extend**  **Through**  **Media**  **Literacy**  Identify Media Forms Research a Tool  **Speaking and**  **Listening**  Share Ideas | **Grammar Skill**  Action Verbs in Present  Tense  **Writing Mode** Narrative Writing Writing About Us Class Story (Telling Details)  **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 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**  *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:**  Informational  Text (Science)  **Read Aloud Book**  *Listen, Listen*  **Genre:**  Concept Book  **Vocabulary**  **Strategies**  Context Clues  **Vocabulary**  drift, ripen,  scurry, sizzle,  whisper, whistle | Poems About  Senses:  "Picnic Day"  "Here Are My  Eyes"  "The Storm"  "Five  Wonderful  Senses"  **Genre:** Poetry  **Text Focus**  **Skill**  Compare and  Contrast  **Target**  **Strategy**  Monitor/  Clarify  **Supporting**  **Skills**  Text and  Graphic  Features | ***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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and  understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  see  **Fluency**  Pause for  Punctuation | **Comprehension**  **Skill**  Compare and  Contrast  Text and Graphic  Features  **Comprehension**  **Strategy**  Monitor/Clarity  **Concepts of Print**  Book Parts  Reading a Chart | **Extend**  **Through**  **Research**  Identify  Sources  **Speaking and**  **Listening**  Share Ideas  Discuss Daly  Activities | **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 words  Represent phonemes in simple words, using letter- 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**  *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 and  Categorize:  Sensory Words  **Vocabulary**  foolish, frowns,  ruffled, special,  treasures, tropical | "The Fort Worth  Zoo"  **Genre:**  Informational Text (Science)  **Text Focus Skill** Understanding Characters  **Target Strategy** Analyze/ Evaluate  **Supporting Skills**  Author’s Word  Choice | ***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**  Demonstrate  understanding of the  organization and basic  features of print  Demonstrate  understanding of spoken  words, syllables and  phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts with  purpose and  understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  we  **Fluency** Pause for Punctuation Retelling Read with Expression | **Comprehension**  **Skill**  Understanding  Characters  **Comprehension Strategy** Analyze/Evaluate  **Concepts of Print**  Capitalization: First Word in a Sentence  Punctuation:  Period,  Exclamation Point | | **Extend**  **Through**  **Research**  Ask Questions  **Speaking and Listening** Share Information and Ideas  Have 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 spacing  Orally segment phonemes in single-syllable, spoken  words  Represent phonemes in  simple words, using letter-  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**  *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:**  Informational  Text (Science)  **Read Aloud Book**  *Jonathon and His*  *Mommy*  **Genre:**  Realistic Fiction  **Vocabulary**  **Strategies**  Classify and  Categorize: Action Words  **Vocabulary**  backward, beat,  leap, strange,  wiggle, zigzag | “The Hare and  the Tortoise”  **Genre:**  Folk Tale and  Fable  (Traditional  Tale)  Characteristics  of a Folk Tale  and a Fable  (teaches a  lesson)  **Text Focus Skill**  Details  **Target Strategy**  Visualize  **Supporting**  **Skills**  Compare and  Contrast | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness**  Blend Onset and Rime  Segment Onset and Rime  **Phonics**  Letter Cc (/k/)  **Reading Foundational**  **Skills**  Demonstrate  understanding of the organization and basic  features of print  Demonstrate  understanding of spoken words, syllables and phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts with  purpose and  understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  a  **Fluency**  Read with  Expression | **Comprehension**  **Skill**  Details  Compare and  Contrast  **Comprehension**  **Strategy**  Visualize  **Concepts of**  **Print**  Spaces Between Words  Directionality | **Extend Through**  **Research**  Identify Sources  Research an  Animal  **Speaking and Listening**  Share  Information  and Ideas | **Grammar Skill**  Adjectives for Colors  **Writing Mode**  Informative Writing  Captions (Descriptive  Sentences; Colors, 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 words  Represent phonemes in  simple words, using letter-  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**  *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** Rhyme  Synonyms  **Vocabulary**  early, weeds,  community,  cement, vacant,  Welding | "Wheels  Long Ago  and Today"  **Genre:** Informational Text (Social studies)  **Text Focus**  **Skill**  Text and  Graphic  Features  **Target Strategy** Question  **Supporting**  **Skills**  Conclusions | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness**  Blend Phonemes  **Phonics**  Letter Pp  **Reading Foundational Skills**  Demonstrate understanding  of the organization and basic  features of print  Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics  skills in decoding words Fluency  Read 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**  Share  Information and Ideas | **Grammar Skill**  Adjectives for Numbers  **Writing Mode**  Informative Writing  Write to Describe: Description (Descriptive Words, Numbers)  **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 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**  *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:** Realistic  Fiction  **Vocabulary**  **Strategies**  Classify and  Categorize:  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 phonemes  Know and apply phonics skills in decoding words Fluency  Read 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 Sentence  Space Between  Words | **Extend**  **Through**  **Research**  Gather and  Record Information  **Speaking and Listening** Talk About Characters | **Grammar Skill**  Adjectives for Size and Shape  **Writing Mode**  Informative Writing  Write to Describe: Description (Descriptive Words, Size and Shape)  **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 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** *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:** Concept  Book  **Read Aloud Book**  *Every Season* **Genre:** Informational Text (Social Studies)  **Vocabulary**  **Strategies**  Figurative  Language  **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 Words  Word Building  **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  come, me  **Fluency** Pause for Punctuation | **Comprehension Skill**  Compare and Contrast  Text and Graphic Features  **Comprehension Strategy** Question  **Concepts of Print** Capitalization: First letter of a name  Phrases Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point | **Extend Through**  **Research**  Record and  Publish  Research  Chart the  Weather  **Speaking and Listening** Share Information | **Grammar Skill**  Sentence Parts: Subject  **Writing Mode**  Narrative  Story Sentences  **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 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** *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 Water  Changes”  **Genre:**  Informational  Text (Science)  **Text Focus Skill** Conclusions  **Target Strategy** Monitor/ Clarify  **Supporting**  **Skills**  Understanding  Characters | ***MUST DO DAILY: Opening***  ***Routines***  **—**  **Phonemic Awareness**  Blend Phonemes  Final sound  **Phonics** Letter: Nn Words with n  Blending Words  **Reading Foundational Skills** Demonstrate understanding of the organization and  basic features of print  Demonstrate understanding  of spoken words, syllables  and phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts with  purpose 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 Words  Punctuation: Quotation Marks | **Extend**  **Through**  **Media**  **Literacy**  Identify  Media Forms  and  Techniques  **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 letters  Write left to right with appropriate spacing  Orally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-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**  *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 and  Categorize:  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 f  Blending Words  **Reading Foundational Skills**  Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and  understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  you, what  **Fluency** Reading Rate | **Comprehension**  **Skill**  Author’s  Purpose  **Comprehension Strategy** Visualize  **Concepts of Print**  Words and  Sentences  Compound  Words | **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 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  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** *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 events  in a story to happen?  **Read Aloud Book**  *Home for a Tiger,*  *Home for a Bear*  **Genre:**  Informational Text  (Science)  **Vocabulary**  **Strategies**  Classify and  Categorize  Number Words  **Vocabulary**  burrow, desert,  (beaver’s) lodge,  patient, shade,  Soaring | *"Where Animals*  *Live"*  **Genre:**  Informational  Text (Science)  **Text Focus**  **Skill**  Cause and Effect  **Target**  **Strategy**  Infer/ Predict  **Supporting**  **Skills**  Author’s Purpose | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness**  Blend Phonemes  Isolate Middle Sound  **Phonics**  Letter Bb  Words with b  Blending Words  Word Building  **Reading Foundational**  **Skills**  Demonstrate  understanding of the  organization and basic  features of print  Demonstrate  understanding of spoken  words, syllables and  phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts with  purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  are, now  **Fluency**  Read with  Expression | **Comprehension**  **Skill**  Cause and Effect  Author’s Purpose  **Comprehension**  **Strategy**  Infer/Predict  **Concepts of Print**  Letters and Words | **Extend**  **Through**  **Media**  **Research**  Identify  Sources  Research an  Animal Habitat  **Speaking and**  **Listening**  Share  Information  and Ideas | **Grammar Skill**  Verbs in Past Tense  **Writing Mode**  Narrative  Story (Sequencing Beginning,  Middle, Ending)  Organization  **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  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**  *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:** Informational  Text (Science)  **Essential Question:**  Why is it important  to know what  happens first, next,  and last in a  selection?  **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 Will  the Weather  Be Like?”  **Genre:** Informational Text (Science)  **Text Focus**  **Skill**  Sequence of  Events  **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, Bb  Words with a (Short a), n, f, b  Blending Review Word Building  **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read 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 of  Events  **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 Night  Sky | **Grammar Skill**  Statements (Capitalization  and Punctuation)  **Writing Mode** Narrative Writing Story  **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 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**  *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 and  Categorize:  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 phonemes  Know and apply phonics skills in decoding words Fluency  Read 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, Illustrator  Directionality: Left to Right Punctuation: Question  Mark, Period | **Extend Through Media and Research Literacy**  Share Ideas About Science  **Speaking and Listening** Share Ideas  **Study Skills** Distinguish Fantasy from Realism  Form Questions: Use and Respond to Question Words  Parts 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 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, using letter-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** *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:** Informational  Text  **Read Aloud**  **Book**  *It is the Wind* **Genre:** Realistic  Fiction  **Vocabulary Strategies** Multiple  Meaning  Words  **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 g  Blending Words Word Building  **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read 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 of  Events Author’s Word Choice  **Comprehension**  **Strategy**  Infer/Predict  **Concepts of Print**  Using  Pictures and  Text Poetry | **Extend Through Research** Identify Sources  **Speaking and Listening** Share  Information and Ideas  **Study Skills** Distinguish Fantasy from Realism  Form Questions: Use and Respond to Question Words Parts of a Book: Front and Back Covers, Title Page  Parts 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, using  letter-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:**  Informational  Text (Science)  **Read Aloud**  **Book**  *One-Dog Canoe*  **Genre:**  Fiction  **Vocabulary**  **Strategies**  Context Clues  **Vocabulary** canoe, dew, glided, paddle,  peered, crew | Poems About  the Sea  “If You Ever”  “A Sailor Went  to Sea, Sea,  Sea”  “Ten Little  Fishes”  “Undersea”  **Genre:** Poetry  **Text Focus**  **Skill**  Author’s  Purpose  **Target Strategy**  Analyze/  Evaluate  **Supporting Skills**  Figurative  Language | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness** Blend Phonemes Segment Phonemes  **Phonics** Letter Rr Words with r  Blending Words Word Building  **Reading Foundational Skills**  Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and  understanding | **Words to**  **Know**  **(High-**  **Frequency**  **Words)**  will, be,  into, that,  your, who  **Fluency**  Read with  Expression | **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 of  Water  **Speaking and**  **Listening**  Share Information  **Study Skills**  Distinguish Fantasy  from Realism  Form Questions:  Use and Respond  to Question Words  Parts 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 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**  *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 Three  Billy Goats  Gruff"  "The Builder  and the Oni"  **Genre:** Fairy  Tale  (Traditional  Tales)  **Text Focus**  **Skill**  Cause and  Effect  Sequence of  Events  **Target**  **Strategy**  Question  **Supporting**  **Skills** Sequence of Events | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness** Blend Phonemes Segment Phonemes  **Phonics** Letter Dd Words with d  Blending Words Word Building  **Reading Foundational Skills**  Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with  purpose and understanding | **Words to**  **Know**  **(High-**  **Frequency**  **Words)**  go, for,  here, they,  soon, up  **Fluency**  Pause for  Punctuation | **Comprehension**  **Skill**  Cause and Effect Sequence of Events  Graphic 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 Form  Questions: Use and Respond to Question Words  Parts of a book: Front Cover, Back Cover, Title Page  Parts 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 words  Represent phonemes in simple words, using letter- 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** *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, Rr  Review 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 phonemes  Know and apply phonics skills in decoding words Fluency  Read 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 Words  Role of Author | **Speaking and Listening** Discuss Curiosity  **Study Skills** Distinguish Fantasy from Realism Form  Questions: Use and Respond to Question Words  Parts of a Book: Front and Back Covers, Title Page  Parts of a Book: Table of Contents, Page Numbers | **Grammar Skill**  Verbs: Past, Present,  Future  **Writing Mode**  Opinion Writing  **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 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** *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:**  Realistic  Fiction  **Vocabulary**  **Strategies**  Multiple-  Meaning  Words  **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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with  purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  make, play  **Fluency**  Read with  Expression | **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 Media  forms  **Speaking and**  **Listening**  Share Ideas  **Study Skills**  Different Types  of Print Material  Parts of a  Library  Alphabetical  Order  Use 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 words  Represent phonemes in simple words, using letter- 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** *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 Phonemes  Substitute Phonemes  **Phonics** Letters Xx, Jj Words with x, j  Blending Words  **Reading Foundational Skills**  Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with  purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  said, good  was, then,  are, could  **Fluency** Reading Rate | **Comprehension Skill**  Story Structure Sequence of Events  Graphic Organizer: Sequence of Events  **Comprehension Strategy** Analyze/Evaluate  **Concepts of Print** Punctuation: Quotation Marks Capitalization: First Letter in a Name | **Speaking and**  **Listening**  Talk About  Fiction and  Informational  Texts  **Study Skills Different Types of Print Materials** Parts of a Library  Alphabetical  Order  Use  Newspapers | **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 words  Represent phonemes in simple words, using letter- 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**  *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:**  Informational  Text (Social  Studies)  **Read Aloud Book**  *Oscar and the Frog*  **Genre:** Informational Text (Science)  **Vocabulary**  **Strategies**  Context Clues  **Vocabulary**  tadpole,  stared, gills,  hatch, shrink,  (river) bank | Growing  Sunflowers  **Genre:**  Informational  Text (Social  Studies)  **Text Focus**  **Skill** Sequence of Events  **Target Strategy** Visualize  **Supporting Skills**  Text and  Graphic  Features | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness** Blend and Segment Phonemes  Substitute 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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with  purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  she, when,  all, her,  over, some  **Fluency** Pause for Punctuation | **Comprehension Skill**  Sequence of Events  Text and Graphic Features Graphic Organizer: Sequence of Events Flow Chart  **Comprehension Strategy** Visualize  **Concepts of Print** Diagrams and Labels | **Research and**  **Media Literacy**  How Living  Things Grow  **Speaking and**  **Listening**  Share  Information and Ideas  **Study Skills** Different Types of Print Materials  Parts of a  Library Alphabetical Order  Use  Newspapers | **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 words  Represent phonemes in simple words, using letter- 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** *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:**  Informational  Text (Science)  **Read Aloud Book:**  *Red Eyes or Blue Feathers* **Genre:** Informational Text (Science)  **Vocabulary Strategy**  Classify and  Categorize:  Describing  Words  **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 Phonemes  Substitute 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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  he, no,  away, by,  must, there  **Fluency** Pause for Punctuation | **Comprehension**  **Skill**  Conclusions  Author’s Purpose  Graphic Organizer:  Conclusion Flow  Map  **Comprehension Strategy** Monitor/Clarify  **Concepts of Print**  Sound words  Types, Functions of  Print Materials | **Speaking and**  **Listening**  Play a Guessing  Game  **Study Skills**  Different Types  of Print Materials  Parts of a Library Alphabetical Order  Use 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, using  letter-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:**  Realistic  Fiction  **Read Aloud**  **Book:**  *Bread Comes*  *to Life* **Genre:** Informational Text  **Vocabulary**  **Strategy**  Classify and  Categorize: Seasons  **Vocabulary**  crop, golden,  patch, sprout,  sturdy, grind | "From Apple to Store" **Genre**  Informational  Text (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 Phonemes  Substitute 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 ,k  Blending Review  **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print  Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words  Fluency  Read emergent texts with  purpose 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, Text  Types, 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 Order  Use Newspapers | **Grammar Skill**  Exclamations  (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, using letter-  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**  *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 | Drinking  Fountain  The Puppy  Chased the  Sunbeam  Silverly  Moon Boat **Genre**: Poetry  **Text Focus**  **Skill**  Conclusions  **Target Strategy**  Visualize  **Supporting**  **Skills**  Fantasy vs.  Realistic  Text | ***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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  do, down,  went, only,  little, just  **Fluency**  Pause for  Punctuation | **Comprehension Skill** Conclusions Genre: fantasy vs. Realistic Text  Graphic Organizer: Drawing Conclusions  **Comprehension Strategy** Visualize  **Concepts of Print**  Types, Functions of Print Materials | **Speaking and**  **Listening**  Talk About  Trying Your  Best  **Study Skills**  Give an Oral Report  Use Visuals and Props  Use a Map  Use 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 letters  Write left to right with appropriate spacing  Orally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter- 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**  *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:**  Realistic  Fiction  **Read Aloud Book:** *Someone*  *Bigger* **Genre:** Humorous Fiction  **Vocabulary Strategies** Classify and Categorize: Places  **Vocabulary**  creatures,  firmly, kite,  launched (a  kite), light,  Replied | Cross-  Country Trip  **Genre**  Informational  Text (Social  Studies)  **Text Focus**  **Skill** Compare and Contrast  **Target Strategy** Monitor/ Clarify  **Supporting**  **Skills**  Understanding  Characters | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness**  Substitute Phonemes  **Phonics** Letters Ll, Ww Words with l, w  Blending Words  **Reading Foundational Skills**  Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and  understanding | **Words to Know (High- Frequency Words)** have, help, one, every, ask, walk  **Fluency** Read with Expression | **Comprehension Skill**  Compare and  Contrast  Understanding  Characters  Graphic  Organizer: Venn Diagram  **Comprehension Strategy** Monitor/Clarify  **Concepts of Print** Parts of a Book: Front and Back  Covers, 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 Report  Use Visuals and Props Use a Map Use a Calendar | **Grammar Skill**  Subject-Verb Agreement  (Past, Present, Future)  **Writing Mode**  Write to Express: Response  to Literature (Sentence Frames, Giving Reasons)  **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 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**  *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 About  Things You  Can Do:  "Whistling"  "Time To  Play"  "Look at the  Way We  Brush Our  Teeth"  **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 phonemes  Know and apply phonics skills in decoding words Fluency  Read emergent texts with purpose and understanding | **Words to**  **Know (High-**  **Frequency**  **Words)**  Look, out  **Fluency**  Pause for  Punctuation | **Comprehension**  **Skill**  Story Structure  Genre: Fantasy  Graphic  Organizer: Story  Map  **Comprehension**  **Strategy**  Infer/Predict  **Concepts of Print**  Environmental  Print | **Extend Through**  **Media Literacy**  Write About  Curious George  **Speaking and**  **Listening**  Share Ideas  **Study Skills**  Give and Oral  Report  Use Visuals and  Props  Use a Map  Use 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 words  Represent phonemes in simple words, using letter- 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**  *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:**  Informational  Text (Social  Studies)  **Read Aloud Book:**  *Baby Brains* **Genre:** Fiction  **Vocabulary**  **Strategy**  Figurative  Language  **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 phonemes  Know and apply phonics skills in decoding words Fluency  Read 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 and  Details  Graphic  Organizer: Story  Web  **Comprehension Strategy** Question  **Concepts of**  **Print**  Types, Functions  of Print  Materials | **Extend Through**  **Research**  Discuss Simon  James Books  **Speaking and**  **Listening**  Share Information and Ideas  **Study Skills**  Give an Oral Report  Use Visuals and Use  Props  Use Maps  Use Calendars | **Grammar Skill** Prepositions: for, to, with, from, of  **Writing Mode** Write to Express 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 words Represent phonemes in simple words, using letter-sound relationships  Write or select an initial or final consonant when a medial vowel is provided  Demonstrate and understand that each syllable is organized around a vowel sound  Know and apply phonics and word analysis skills when  encoding 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 Review  Words with –s, -ing  **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print  Demonstrate understanding  of spoken words, syllables and phonemes  Know and apply phonics  skills in decoding words  Fluency  Read emergent texts with  purpose 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 with  Expression | **Comprehension**  **Skill**  Understanding  Characters Genre Graphic Organizer:  T-Map  **Comprehension Strategy** Summarize  **Concepts of Print** Environmental  Print | **Speaking and**  **Listening**  Good Neighbors  and Good Friends  **Study Skills** Give an Oral Report  Use Visuals and Props  Use 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 words  Represent phonemes in  simple words, using  letter-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**  *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** | |