

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/ Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Quarter 1 (September -October)	CC.K.R.I.1	Key details in a story	I can ask and answer questions about a story (RI.K.1)	Reading/Informational Text: <ul style="list-style-type: none"> Shared nonfiction text and writing responses Use KWL and webs to access prior knowledge Houghton Mifflin Harcourt Series: Journeys. Scholastic Magazine: Let’s Find Out BrainPop Jr.: School Rules, Fire Safety, Farm Animals Reading/Literature: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journey. Site word books (red books) Daily 5 Listening Center Use Café Strategies to teach comprehension, check for understanding, find an illustration, and tell about it. Read Alouds- fiction/nonfiction Model good reading strategies Story Elements-character, setting, events Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Phonemic Awareness By: M. Heggerty. Ed. D. Launch 6+1 Writing and Writer’s Workshop Jolly Phonics, Unit 1, Books 1-5 Daily 5 Routines-Read to Self, Word Work Read Alouds Fountas and Pinnell Phonics Lessons Houghton Mifflin Harcourt Series: Journeys. Reading/Speaking and Listening: <ul style="list-style-type: none"> Model/participate in discussions Shared Readings Discussions about text Read alouds: Check for understanding Learn poems, songs, finger plays, and rhymes 	<ul style="list-style-type: none"> Teacher observation Teacher made first quarter assessment (individual) Schoolnet Assessments 6 + 1 Writing Rubrics Aims Web (Math and Reading) Checklists Progress monitoring Fountas and Pinnell – Benchmark Assessment System
	CC.K.R.I.3	Connections between individuals, events, ideas, or pieces of information in a text.	I can talk about how two people in a story are connected (RI.K.3)		
	CC.K.R.I.5	Parts of a book.	I can find the front cover, back cover, and title page of a book (RI.K.5)		
	CC.K.R.I.6	Author and illustrator	I can name the author and illustrator and what he/she does. (RI.K.6)		
	CC.K.R.I.7	Illustrations in a story match the text.	I can match pictures to words or sentences (RI.K.7)		
	CC.K.R.I.10	Active reading group participation	I can share my ideas and listen to the ideas of others (R.I.K.10)		
	CC.K.R.L.1	Key details in text.	I can ask and answer questions about what the teacher has read. (R.L.K.1)		
	CC.K.R.L.7	Illustrations in a story match the text.	I can find an illustration/picture in a story and tell about it. (R.L.K.7)		
	CC.K.R.L.10	Active reading group participation.	I can listen to what other students have to say about a story. (R.L.K. 10)		

Course/Subject: Reading/Language Arts		CURRICULUM MAP		Grade: Kindergarten	
	<p>CC.K.R.F.2d</p> <p>CC.K.R.F.3a,b</p> <p>CC.K.W.1</p> <p>CC.K.W.8</p> <p>CC.K.SL.1</p> <p>CC.K.SL.2</p> <p>CC.K.SL.3</p> <p>CC.K.SL.5</p> <p>CC.K.SL.6</p>	<p>Beginning sounds.</p> <p>Letter sounds</p> <p>Short vowel sounds</p> <p>Favorite part of the story</p> <p>Use experiences to answer questions.</p> <p>Conversation rules</p> <p>Questions</p> <p>Appropriate questions</p>	<p>I can identify beginning sounds in a word. (R.F.K.2d)</p> <p>I can see a letter and know the sound it makes (R.F.K.3a)</p> <p>I can say short sounds of each vowel (R.F.K.3b)</p> <p>I can draw/write what I think about a story with pictures and words. (W.K1)</p> <p>I can write my first name. (K.W)</p> <p>I can retell something that happened to me with details (W.K.8)</p> <p>I can follow rules when speaking with others (SLK.1)</p> <p>I can speak and share my ideas (SL.K.1)</p> <p>I can listen to what others say and replay to them. (SL.K.1)</p> <p>I can ask and answer questions. (SL.K.2)</p> <p>I can ask questions if I'm confused about something. (SL.K.3)</p> <p>I can draw my ideas, thoughts, and feelings.</p>	<p>Writing Skills</p> <ul style="list-style-type: none"> • Rainbow writing • Jolly Phonics pages • Zaner Blozer • Writer's Workshop/6 + 1 Traits • Journals • Shared Writing • Primary Units of Study (Lucy Caulkins) <p>Language Skills:</p> <ul style="list-style-type: none"> • Houghton Mifflin • Jolly Phonics • Sight word rings • Sight word books • Shared writing/Story of the Day • Phonemic Awareness: Michael Heggerty 	

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	<p>CC.L.K.1a</p> <p>CC.L.K.2a</p> <p>CC.L.K.6</p>	<p>Details</p> <p>Speaking voice</p> <p>Print alphabet</p> <p>Capitalization</p> <p>Vocabulary</p>	<p>(SL.K.5)</p> <p>I can speak loudly so others can hear. (SL.K.6)</p> <p>I can print many uppercase and some lowercase letters.</p> <p>I can capitalize the first word in a sentence and the pronoun I. (L.K.2a)</p> <p>I can learn new words that have to do with what the class is learning about. (L.K.6)</p> <p>I can listen when someone reads to me and learn new words. (L.K.6)</p>		
<p>Quarter 2</p> <p>(November-January)</p>	<p><u>CC.K.R.L.1</u></p> <p><u>CC.K.R.L.7</u></p> <p><u>CC.K.R.L.10</u></p>	<p>Key details in the story</p> <p>Illustrations in a story match the text.</p> <p>Active reading group participation</p>	<p>I can ask and answer questions about what the teacher read. (RL.K.1)</p> <p>I can find an illustration/picture in a story and tell about it. (RL.K.7)</p> <p>I can listen to what other students have to say about a story. (RL.K.10)</p>	<p>Reading/Informational Text:</p> <ul style="list-style-type: none"> Shared nonfiction text and writing responses Students grouped into guided reading groups Use Café strategies Use KWL and webs to access prior knowledge Gear Up guided reading books Houghton Mifflin Harcourt Series: Journeys. Scholastic Magazine: Let's Find Out BrainPop Jr. <p>Reading/Literature:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journey. Site word books (red books) Students grouped into guided reading groups Daily 5 centers Use Café Strategies Read Alouds- fiction/nonfiction Model good reading strategies Story Elements-character, setting, events Think-pair-share <p>Reading/Foundational Skills:</p>	<ul style="list-style-type: none"> Teacher observation Teacher made first quarter assessment (individual) Schoolnet Assessments 6 + 1 Writing Rubrics Aims Web (Math and Reading) Checklists

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	<u>CC.K.R.I.2</u>	Main idea and details	I can pick the main idea of the story when given choices. (RI.K.2)	<ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Phonemic Awareness By: M. Heggerty. Ed. D. 6+1 Writing and Writer's Workshop Jolly Phonics, Unit 1, Books 6-7 Daily 5 Routines-Read to Self, Word Work Read Alouds Sight word ring Fountas and Pinnell Phonics Lessons Houghton Mifflin Harcourt Series: Journeys. Lakeshore Learning Centers <p>Reading/Speaking and Listening:</p> <ul style="list-style-type: none"> Model/participate in discussions about text. Shared Readings Read alouds: Check for understanding Learn poems, songs, finger plays, and rhymes Jolly Phonics Phonemic Awareness By: M. Heggerty. Ed. D. <p>Writing Skills</p> <ul style="list-style-type: none"> Rainbow writing Jolly Phonics pages Zaner Bloser Writer's Workshop/6 + 1 Traits Journals Shared Writing Primary Units of Study (Lucy Caulkins) Story of the Day Graphic organizers <p>Language Skills:</p> <ul style="list-style-type: none"> Houghton Mifflin Jolly Phonics Sight word rings Sight word books Shared writing/Story of the Day Phonemic Awareness: Michael Heggerty 	<p>Progress monitoring</p> <ul style="list-style-type: none"> Fountas and Pinnell – Benchmark Assessment System
	<u>CC.K.R.I.3</u>	Connections between ideas, individuals, events, or pieces of information in a text.	I can talk how 2 events are connected in a story. (RI.K.3)		
	<u>CC.K.R.I.10</u>	Active reading group participation.	I can share my ideas and listen to the ideas of others. (RI.K.10)		
	<u>CC.K.R.F.1.a</u>	Print concepts	I can read words left to right and top to bottom. (RF.K.1.a)		
	<u>CC.K.R.F.1.b</u>		I know that letters make words and words make sentences. (RF.K.1.b)		
	<u>CC.K.R.F.1.c.</u>		I know that words need a space between them. (RF.K.1.c)		
	<u>CC.K.W.7</u>	Research	I can share my opinion about a topic. (W.K.7)		
	<u>CC.K.W.8</u>	Graphic organizers	With my teacher's		

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			help, I can use basic graphic organizers. (W.K.8)		
	<u>CC.K.SL.2</u>	Questions	I can ask the question in a different way. (SL.K.2)		
	<u>CC.K.SL.4</u>	Description of knowledge and ideas.	I can tell about people, places, things, events, and actions with details. (SL.K.4)		
	<u>CC.K.SL.6</u>	Details	I can talk about my thoughts, feelings, and ideas clearly. (SL.K.6)		
	<u>CC.K.L1a,b,d,e</u>	Upper and lowercase letters.	I can print many upper and lower case letters. (L.K.1a)		
		Nouns and verbs	I can use nouns and verbs. (L.K.1b)		
		Question sentences	I can ask questions using the words: who, what, where, why, when, & how. (L.K.1d)		
		Prepositions	I can use words like: to, from, in, out, off, for, of, by, and with. (L.K.1e)		
	<u>CC.K.L.2</u>	Punctuation	I can find punctuation marks at the end of a sentence. (L.K.2)		

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	<u>CC.K.L.5</u>	Letters and sounds	I can write letters and know their sounds. (L.K.2)		
		CVC words	I can sound out short words and spell them. (L.K.2)		
		Sorting	I can put words into groups/categories. (L.K.5)		
		Vocabulary application	I can give real world examples of words. (L.K.5)		
		Verbs	I can tell how similar verbs like walk, march, run have slightly different meanings. (L.K.5)		

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Quarter 3 (January to March)	<u>CC.K.R.L.1</u> <u>CC.K.R.L.2</u> <u>CC.K.R.L.3</u> <u>CC.K.R.L.4</u> <u>CC.K.R.L.6</u> <u>CC.K.R.L.10</u>		I can ask and answer questions about what I read. (R.L.K.1) I can tell stories with important details. (R.L.K.2) I can name characters, settings, and events of a story. (R.L.K.3) I can learn the meanings of words I do not know. (RLK..4) I can name the illustrator and what he/she does. (R.L.K.6) I can read out loud when it is my turn. (R.L.K.10) I can read silently when it is time to do so. (R.L.K.10) I can talk about a story with other students. (R.L.K.10)	Reading/Informational Text: <ul style="list-style-type: none"> • Shared nonfiction text and writing responses • Use KWL and webs to access prior knowledge • Houghton Mifflin Harcourt Series: Journeys. • Scholastic Magazine: Let's Find Out • BrainPop Jr.: School Rules, Fire Safety, Farm Animals Reading/Literature: <ul style="list-style-type: none"> • Houghton Mifflin Hacoourt Series: Journey. • Site word books (red books) • Daily 5 Listening Center • Use Café Strategies to teach comprehension, check for understanding, find an illustration, and tell about it. • Read Alouds- fiction/nonfiction • Model good reading strategies • Story Elements-character, setting, events Reading/Foundational Skills: <ul style="list-style-type: none"> • Houghton Mifflin Harcourt Series: Journeys. • <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. • Launch 6+1 Writing and Writer's Workshop • Jolly Phonics, Unit 1, Books 1-5 • Daily 5 Routines-Read to Self, Word Work • Read Alouds • Fountas and Pinnell Phonics Lessons • Houghton Mifflin Harcourt Series: Journeys. Reading/Speaking and Listening: <ul style="list-style-type: none"> • Model/participate in discussions • Shared Readings • Discussions about text • Read alouds: Check for understanding • Learn poems, songs, finger plays, and rhymes 	<ul style="list-style-type: none"> • Teacher observation • Teacher made first quarter assessment (individual) • Schoolnet Assessments • 6 + 1 Writing Rubrics • Aims Web (Math and Reading) • Checklists • Progress monitoring • Fountas and Pinnell – Benchmark Assessment System
	<u>CC.K.R.I.1</u> <u>CC.K.R.I.2</u> <u>CC.K.R.I.3</u> <u>CC.K.R.I.4</u>		I can retell a story. (R.I.K.1) I can list details of a story (R.I.K.2) I can talk about how 2 ideas are connected in a story. (R.I.K.3)		

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	<p><u>CC.K.L.1.c</u></p> <p><u>CC.K.L.2.b</u></p> <p><u>CC.K.L.4.a</u></p> <p><u>CC.K.L.5a</u></p> <p><u>CC.K.L.5.b</u></p> <p><u>CC.K.L.6</u></p>		<p>(W.K.7)</p> <p>I can read 2 or more books about the same topic. (W.K.7)</p> <p>I can add an –s or –es to a word to describ when there is more than one. (L.K.1)</p> <p>I can say which punctuation mark is at the end of a sentence. (L.K.2)</p> <p>I know that some words have more than one meaning. (L.K.4)</p> <p>I can pick the opposite of a word. (L.K.5)</p> <p>I can read a story and learn new words. (L.K.6)</p>		

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Quarter 4 (April to June)	<u>CC.K.R.L.1</u>	<u>RF1a-d</u> -Print carries a message -Book concepts -Alphabet names, sounds, order -Phonological awareness -Phonemic awareness -Initial consonant sounds -Concepts of print -Follow left to right, top to bottom, page by page -Word concept -Words separated by spaces -Unfamiliar words -Basic sight vocabulary	I can ask and answer questions about what I read. (RL.K.1) I can ask questions about words I do not know. (RL.K.4) I can learn the meaning of words I do not know. (RL.K.4) I can answer questions about words I do not know. (RL.K.4)	Reading/Informational Text: <ul style="list-style-type: none"> Shared nonfiction text and writing responses Use KWL and webs to access prior knowledge Houghton Mifflin Harcourt Series: Journeys. Scholastic Magazine: Let's Find Out BrainPop Jr.: School Rules, Fire Safety, Farm Animals 	<ul style="list-style-type: none"> Teacher observation Teacher made first quarter assessment (individual) Schoolnet Assessments 6 + 1 Writing Rubrics Aims Web (Math and Reading) Checklists Progress monitoring Fountas and Pinnell – Benchmark Assessment System
	<u>CC.K.R.L.4</u> <u>CC.K.R.L.5</u> <u>CC.K.R.L.10</u> <u>CC.K.W.2</u> <u>CC.K.W.5</u> <u>CC.K.W.6</u> <u>CC.K.W.7</u> <u>CC.K.W.8</u> <u>CC.K.L.1</u> <u>CC.K.L.4</u>	<u>RL1, RL4, I4, I5</u> -Ask and answer questions about key details in text -Ask and answer questions about unknown words <u>RL1, RL2, RL7, RL10, I1, I2, I7, I8, I9, I10</u> -Reading has a purpose -Retell stories using key details -Identify the main topic and retell key details of text -Predictions, important ideas, prior knowledge and experience play a part in understanding -Sounding out and visual clues are reading strategies -Shared reading -Reasons an authors gives to support points in a text -Similarities/differences between two texts on the same topic <u>RL3, RL7, RL9, I3, I7</u> - Stories have structure (setting, character, events, & ideas) -Characters have experiences -Discuss picture clues <u>RL-5</u> -Difference between fiction or non-fiction <u>RL-6, I-6</u> -Name the author and	I know the difference between poems, stories, signs, and labels. (RL.K.5) I can write down a question I have about a story. (RL.K.10) I can write what I think about a story with pictures and words. (W.K.1) I can write about a story with pictures and words. (W.K.2) I can listen to other's ideas about my writing. (W.K.5) I can help others understand what it is I am writing about by talking with them. (W.K.5) I can use a computer to type what I write (W.K.6) I can share my writing with others using a computer. (W.K.6)	Reading/Literature: <ul style="list-style-type: none"> Houghton Mifflin Hacoourt Series: Journey. Site word books (red books) Daily 5 Listening Center Use Café Strategies to teach comprehension, check for understanding, find an illustration, and tell about it. Read Alouds- fiction/nonfiction Model good reading strategies Story Elements-character, setting, events Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Launch 6+1 Writing and Writer's Workshop Jolly Phonics, Unit 1, Books 1-5 Daily 5 Routines-Read to Self, Word Work Read Alouds Fountas and Pinnell Phonics Lessons Houghton Mifflin Harcourt Series: Journeys. Reading/Speaking and Listening: <ul style="list-style-type: none"> Model/participate in discussions Shared Readings Discussions about text Read alouds: Check for understanding Learn poems, songs, finger plays, and rhymes 	

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		<p>illustrator of a story and text, and define their roles</p> <p><u>RF-3</u> -Know & apply phonics & word analysis skills in decoding words</p> <p><u>W-1</u> -Express an opinion about a topic or book</p> <p><u>W-2</u> -Identify informative text with title and a few facts</p> <p><u>W-5</u> -Practice adding details to strengthen writing</p> <p><u>W-6</u> -Explore digital tools to produce & publish writing</p> <p><u>W-8</u> -Recall information from or gather information from provided resources to answer a question, with assistance</p> <p><u>L-1e, f</u> -Use the most frequently occurring prepositions. -Produce & expand complete sentences in shared language activities.</p> <p><u>L-4 a & b</u> -Identify new meaning for familiar words. -Use the most frequently occurring inflections and affixes as a clue to the meaning word.</p> <p><u>L-5 b-d</u> -Understand antonyms. -Identify real life connections between words and their uses. -Distinguish shades of meaning among verbs describing the same general action by acting out the meaning.</p>	<p>I can share my opinion about an author after reading two or more books written by him or her. (W.K.7)</p> <p>I can look at a website to answer questions. (W.K.8)</p> <p>I can describe what nouns and verbs are. (L.K.1)</p> <p>I can use a sentence or other book to find the meaning of a word. (L.K.4)</p> <p>I can understand different versions of the same word such as look, looks, looking, and looked. (L.K.4)</p>	<p>Writing Skills</p> <ul style="list-style-type: none"> • Rainbow writing • Jolly Phonics pages • Zaner Blozer • Writer's Workshop/6 + 1 Traits • Journals • Shared Writing • Primary Units of Study (Lucy Caulkins) <p>Language Skills:</p> <ul style="list-style-type: none"> • Houghton Mifflin • Jolly Phonics • Sight word rings • Sight word books • Shared writing/Story of the Day • Phonemic Awareness: Michael Heggerty 	

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		<p><u>L-6</u> Use words and phrases acquired through conversations, reading and being read to, and responding.</p>			