

# Kindergarten Curriculum Map

## Skills Unit 1

<div>Unit Summary</div> <div>Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.</div>				<div>Overall Learning Outcomes</div> <ul style="list-style-type: none"> <li>Demonstrate awareness of environmental sounds and words in sentences</li> <li>Draw a number of writing strokes that are prerequisites for writing letters</li> <li>Demonstrate spatial and body awareness</li> <li>Hold writing utensils using the tripod grip</li> <li>Describe the meaning of position words</li> <li>Student Performance Assessment</li> </ul>			
<div>Unit Length:</div> <div>10 Days</div>				<div>Big Ideas</div> <ul style="list-style-type: none"> <li>Environmental noises and words in sentences make different sounds .</li> <li>Speech is made up of words.</li> <li>Position words describe a relative location.</li> <li>Handwriting strokes are made by holding a writing utensil and moving it across paper.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.1 RF.K.1a RF.K.1b RF.K.2		SL.K.1 SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1e	RF.K.1a RF.K.2			

# Kindergarten Curriculum Map

## Skills Unit 2

<b>Unit Summary</b>  Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally blend syllables and two- and three-phonemes to form words</li> <li>Identify beginning sounds of words</li> <li>Use position words: left, right, top, bottom</li> <li>Track left to right, top to bottom</li> <li>Draw a number of writing strokes that are prerequisites for writing letters</li> <li>Hold writing utensils using the tripod grip</li> <li>Student Performance Assessment</li> </ul>			
Unit Length: 10 Days				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Words are made of sound parts (syllables, phonemes).</li> <li>Phonemes (sounds) are blended to form words.</li> <li>Position words describe a relative location.</li> <li>Handwriting strokes are made by holding a writing utensil and moving it across paper.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.1 RF.K.1a RF.K.1b RF.K.2 RF.K.2b RF.K.2c RF.K.2d RF.K.2e		SL.K.1 SL.K.3 SL.K.6	L.K.1 L.K.1e	RF.K.1a RF.K.2b			

# Kindergarten Curriculum Map

## Skills Unit 3

<b>Unit Summary</b>  Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"><li>Orally blend sounds to form words</li><li>Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ &gt;'c', /g/, /i/</li><li>Blend and read printed VC and CVC words</li><li>Change sounds in simple words to create new words</li><li>Read Tricky Words <i>one, two, three</i></li><li>Student Performance Assessment</li></ul>			
Unit Length: 14 Days				<b>Big Ideas</b> <ul style="list-style-type: none"><li>Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)</li><li>Sounds in words are represented with symbols (sound pictures).</li><li>Sounds pictures can be blended to read words.</li><li>Sound pictures are used to spell words.</li></ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.1	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a RF.K.3b			L.K.1a L.K.2c

# Kindergarten Curriculum Map

## Skills Unit 4

<b>Unit Summary</b>  Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally blend and segment sounds in words</li> <li>Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/</li> <li>Blend and read printed VC and CVC words</li> <li>Change sounds in words to create new words</li> <li>Write dictated words</li> <li>Read Tricky Words <i>a, the</i></li> <li>Read phrases in a decodable text</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days				<b>Anchor Text:</b> <i>Pet Fun</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2 RF.K.2c RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a			L.K.1a L.K.2c

# Kindergarten Curriculum Map

## Skills Unit 5

<b>Unit Summary</b>  Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Discriminate between vowel sounds in words</li> <li>Practice sound/letter correspondences</li> <li>Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'</li> <li>Change sounds in words to create new words</li> <li>Read and write simple VC and CVC words</li> <li>Read Tricky Words <i>blue, yellow, look</i></li> <li>Read sentences in a decodable text</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 16 Days				<b>Anchor Text:</b> <i>Ox and Man</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d	RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.2a	L.K.1a L.K.2d

# Kindergarten Curriculum Map

## Skills Unit 6

<b>Unit Summary</b>  Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally blend sounds to form words</li> <li>Identify sound pictures by their letter names</li> <li>Identify and create rhyming words</li> <li>Blend and read words with consonant clusters of up to five sounds</li> <li>Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words <i>I, are, and little</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days				<b>Anchor Text:</b> <i>Kit</i> <b>Text Type:</b> Literary <b>Lexile:</b> 330L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.3 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.5	L.K.1a L.K.1c L.K.1d L.K.1e L.K.1f L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5d	RL.K.1 RL.K.3 RL.K.7 RF.K.2c RF.K.3a RF.K.3b RF.K.3d RF.K.4			L.K.2d

# Kindergarten Curriculum Map

## Skills Unit 7

<b>Unit Summary</b>  Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally segment words with consonant clusters</li> <li>Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/</li> <li>Read and spell words with consonant clusters</li> <li>Read Tricky Words <i>down, out, of</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 17 Days				<b>Anchor Text:</b> <i>Seth</i> <b>Text Type:</b> Literary <b>Lexile:</b> 450L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.5 L.K.5b	RL.K.1 RL.K.7 RF.K.1d RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2d

# Kindergarten Curriculum Map

## Skills Unit 8

<b>Unit Summary</b>  Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Review vowel sounds, digraphs, and other sounds and spellings</li> <li>Read and spell words with double-letter spellings</li> <li>Read Tricky Words <i>funny, all, was, from</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 20 Days				<b>Anchor Text:</b> <i>Sam</i> <b>Text Type:</b> Literary <b>Lexile:</b> 360L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2a RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.4b	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.4			L.K.2d



# Kindergarten Curriculum Map

## Skills Unit 9

<b>Unit Summary</b>  Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation and sentence reading.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally blend two-syllable words</li> <li>Read and spell words with previously taught sound/letter correspondences</li> <li>Read new and previously learned Tricky Words</li> <li>Write uppercase letters</li> <li>Write dictated phrases</li> <li>Identify correct end mark punctuation in complete sentences</li> <li>Read stories in the decodable Reader</li> <li>Answering story questions by drawing/writing</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 23 Days  <b>Anchor Text:</b> <i>Zach and Ann</i> <b>Text Type:</b> Literary <b>Lexile:</b> 310L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>The chapters in the decodable Reader focus on a brother and sister and their adventures.</li> <li>Letter names and the sounds they make</li> <li>Uppercase letter formation</li> <li>Sentences have different ending marks, depending on the type of sentence.</li> <li>Answering questions about the story through discussions and in writing</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2f RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5 L.K.6	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2f RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3	SL.K.5	L.K.1a L.K.2c

# Kindergarten Curriculum Map

## Skills Unit 10

<b>Unit Summary</b>  Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally segment two-syllable words</li> <li>Read new and previously learned Tricky Words</li> <li>Divide syllables in words</li> <li>Read and spell words with long vowels and separated digraphs (cvce)</li> <li>Recognize apostrophes that show possession or used in contractions</li> <li>Use punctuation marks while reading connected text</li> <li>Answer story questions during discussions and in writing</li> <li>End-of-the-Year Assessment</li> </ul>			
<b>Unit Length:</b> 29 Days				<b>Anchor Text:</b> <i>Scott</i> <b>Text Type:</b> Literary <b>Lexile:</b> 400L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2b RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.	RL.K.1 RL.K.7 RF.K.1d RF.K.2b RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3		

# Kindergarten Curriculum Map

## Knowledge Domain 1: Nursery Rhymes and Fables

<b>Unit Summary</b>  An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Identify rhyming words</li> <li>• Identify literary elements such as character, main events, and moral lessons.</li> <li>• Compare and contrast characters from different rhymes and fables</li> <li>• Sequence events in a rhyme or story</li> <li>• Retell a story by drawing and writing details about the characters and events</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 12 Days				<b>Anchor Text:</b> <i>Nursery Rhymes and Fables</i> (Read-Aloud) <b>Text Type:</b> Literary <b>Lexile:</b> 760L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RF.K.2 RF.K.2a	W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1f L.K.4 L.K.4a L.K.5 L.K.5c L.K.6	RL.K.3 RL.K.5 RL.K.7 RL.K.9 RF.K.2a			

# Kindergarten Curriculum Map

## Knowledge Domain 2: The Five Senses

<b>Unit Summary</b>  Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Use graphic organizers to categorize and sort information about the senses</li> <li>• Create timelines recording important events in the lives of Helen Keller and Ray Charles</li> <li>• Write and draw information detailing each of the five senses</li> <li>• Doman Assessment</li> </ul>			
<b>Unit Length:</b> 8 Days				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Everything we know about the world comes through our five senses.</li> <li>• Each sense uses a unique body part to take in information.</li> <li>• Conducting observations and using language to describe those observations are key skills in the scientific process.</li> </ul>			
<b>Anchor Text:</b> <i>The Five Senses</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 990L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10	W.K.1 W.K.2 W.K.3	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1b L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.6	RI.K.1 RI.K.2 RI.K.3	W.K.2		

# Kindergarten Curriculum Map

## Knowledge Domain 3: Stories

<div><div>Unit Summary</div><div>Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children’s literature.</div></div>				<div><div>Overall Learning Outcomes</div><div><ul style="list-style-type: none"><li>• Demonstrate understanding of key vocabulary</li><li>• Sequence the beginning, middle and end of stories</li><li>• Compare and contrast characters from different stories</li><li>• Orally create and expand sentences</li><li>• Describe characters, setting, and plot from different stories</li><li>• Write and draw events and details to retell a story</li><li>• Domain Assessment</li></ul></div></div>			
<div><div>Unit Length: 10 Days</div><div>Anchor Text: <i>Stories</i> (Read-Aloud) Text Type: Literary Lexile: 810L</div></div>				<div><div>Big Ideas</div><div><ul style="list-style-type: none"><li>• Memorable characters in classic stories and trickster tales have delighted children for generations.</li><li>• Students gain an appreciation for fiction from other cultures.</li><li>• Students acquire and understanding of the elements of story including characters, plot, and setting.</li><li>• Recurring themes appear in classic and popular children’s literature.</li></ul></div></div>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10	W.K.1 W.K.3 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1e L.K.1f L.K.4 L.K.4a L.K.4b L.K.5 L.K.5c L.K.6	RL.K.3 RL.K.5 RL.K.9	W.K.1 W.K.3 W.K.8		

# Kindergarten Curriculum Map

## Knowledge Domain 4: Plants

<b>Unit Summary</b>  Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Compare and contrast characters plants and plant parts using a graphic organizer</li> <li>• Orally describe plants, plant parts, and life cycles</li> <li>• Describe characters, setting, and plot from different stories</li> <li>• Write and draw information from the text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 11 Days				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Plants make up one kingdom in the scientific system that classifies different living things.</li> <li>• There are over 350,000 species of plants on earth.</li> <li>• Plants need basic things to stay alive and grow.</li> <li>• Plants have life cycles, like other living things.</li> <li>• All living things are interconnected.</li> </ul>			
<b>Anchor Text:</b> <i>Plants</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 930L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10	W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.4 L.K.4a L.K.5c L.K.6	RL.K.2 RI.K.2 RI.K.3	W.K.2		L.K.4

# Kindergarten Curriculum Map

## Knowledge Domain 5: Farms

<b>Unit Summary</b>  Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Choose the best word to describe what is happening in images</li> <li>• Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets</li> <li>• Sequence events in an informational and literary text</li> <li>• Write and draw information from the text about animals, farm jobs, and seasons.</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days				<b>Anchor Text:</b> <i>Farms</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 930L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.10	W.K.2 W.K.3	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.4 L.K.4a L.K.5 L.K.5c L.K.6	RL.K.2 RI.K.2	W.K.2	SL.K.1	

# Kindergarten Curriculum Map

## Knowledge Domain 6: Native Americans

<b>Unit Summary</b>  Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Distinguish the meaning of the words <i>to</i> and <i>from</i> in context.</li> <li>• Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed</li> <li>• Compare and contrast three Native American tribes using a graphic organizer</li> <li>• Write and draw information from the text describe characteristics of different tribes and items used in Native American life</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 8 Days				<b>Anchor Text:</b> <i>Native Americans</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 810L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.3 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1b L.K.1c L.K.1d L.K.1e L.K.4 L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6	RI.K.9	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.3	



# Kindergarten Curriculum Map

## Knowledge Domain 7: Kings and Queens

<b>Unit Summary</b>  Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Distinguish the meaning of the words <i>to</i> and <i>from</i> in context.</li> <li>• Describe the characters, setting, and plot of a story</li> <li>• Sequence story events</li> <li>• Compare and contrast royal families with non-royal families using a graphic organizer</li> <li>• Draw and write events from stories</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 8 Days				<b>Anchor Text:</b> <i>Kings and Queens</i> (Read-Aloud) <b>Text Type:</b> Literary/Informational <b>Lexile:</b> 870L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.10 RF.K.2 RF.K.2a	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1c L.K.1f L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6	RL.K.2 RL.K.3 RL.K.7 RI.K.3	W.K.3 W.K.5		

# Kindergarten Curriculum Map

## Knowledge Domain 8: Seasons and Weather

<b>Unit Summary</b>  An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational and literary text</li> <li>• Ask and answer questions using <i>who</i></li> <li>• Draw and sequence the seasons of the year</li> <li>• Use information from the text to draw a picture explaining how to stay safe during a storm</li> <li>• Record information in a weather diary and present a weather report</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 8 Days				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Different regions of the Earth experience different weather patterns throughout the year.</li> <li>• Weather patterns in the year are called seasons: winter, spring, summer, and fall.</li> <li>• Knowing about the weather is important to our daily lives and activities.</li> </ul>			
<b>Anchor Text:</b> <i>Seasons and Weather</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 950L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1b L.K.1c L.K.1d L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.6		W.K.1 W.K.2	SL.K.5	

# Kindergarten Curriculum Map

## Knowledge Domain 9: Columbus and the Pilgrims

<b>Unit Summary</b>  Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to summarize text</li> <li>• Ask and answer questions using <i>what</i></li> <li>• Identify and understand information on a timeline</li> <li>• Write a travel journal</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days				<b>Anchor Text:</b> <i>Columbus and the Pilgrims</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 940L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RI.K.1 RI.K.2 RI.K.3 RI.K.7 RI.K.8 RI.K.10	W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6	RI.K.2 RI.K.3		SL.K.1	

# Kindergarten Curriculum Map

## Knowledge Domain 10: Colonial Towns and Townspeople

<b>Unit Summary</b>  Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to organize and retell information</li> <li>• Ask and answer questions using <i>where</i></li> <li>• Sequence events based on information in the text</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 10 Days				<b>Anchor Text:</b> <i>Colonial Towns and Townspeople</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 990L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.4 SL.K.6	L.K.1 L.K.1d L.K.4 L.K.5 L.K.5b L.K.5ci	RI.K.2	W.K.2 W.K.3 W.K.8	SL.K.4	L.K.1d

# Kindergarten Curriculum Map

## Knowledge Domain 11: Taking Care of the Earth

<b>Unit Summary</b>  Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to organize and retell information</li> <li>• Sequence events based on information in the text</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Create a class book about solutions to environmental problems</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 10 Days				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• People's actions affect the environment in which we live.</li> <li>• Earth's natural resources include land, water, and air.</li> <li>• The best way to conserve Earth's resources is to practice the three Rs of conservation—reduce, reuse, and recycle.</li> </ul>			
<b>Anchor Text:</b> <i>Taking Care of the Earth</i> (Read-Aloud)							
<b>Text Type:</b> Informational							
<b>Lexile:</b> 920L							
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1b L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6	RI.K.1 RI.K.2 RI.K.3	W.K.2 W.K.3 W.K.6 W.K.7		

# Kindergarten Curriculum Map

## Knowledge Domain 12: Presidents and American Symbols

<b>Unit Summary</b>  As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to organize and retell information, including a timeline</li> <li>• Sequence events based on information in the text</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The lives and accomplishments of five famous presidents are highlighted.</li> <li>• American symbols are presented and discussed.</li> <li>• The branches of government are introduced.</li> <li>• Information about America's early history from previous domains is used to understand how the United States of America came into being.</li> </ul>			
<b>Anchor Text:</b> <i>Presidents and American Symbols</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 890L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.2 RL.K.3 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.6	L.K.1 L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6	RL.K.2 RI.K.2 RI.K.3	W.K.1 W.K.2 W.K.3		