

Kindergarten Curriculum Map

Skills Unit 1

Unit Summary

UNIT LENGTH: 12 days

This unit 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. Most activities center on prerequisite literacy skills, critical for reading and writing development. A blending and writing strokes pretest is administered to establish a baseline for every student.

Overall Learning Outcomes

- Demonstrate awareness of environmental sounds and words in sentences
- Draw a number of writing strokes that are prerequisites for writing letters
- Demonstrate spatial and body awareness
- Hold writing utensils using the tripod grip
- Describe the meaning of position words
- Student Performance Assessment

Big Ideas

- Environmental noises and words in sentences make different sounds .
- Speech is made up of words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1e ELA.K.F.1.2			ELA.K.V.1.1 ELA.K.V.1.3	ELA.K.F.1.1e ELA.K.F.1.2			
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			

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Skills Unit 2

Unit Summary

UNIT LENGTH: 10 days

Students learn how to blend syllables together to form multisyllabic words during phonological awareness exercises. They also learn how to orally produce two- and three-sound words by blending sounds. Prewriting skills continue to be reinforced, including distinguishing between left and right, tracking from left to right, and identifying the beginning, middle, and end of rows. The tripod grip using crayons is emphasized continually throughout the unit as students draw various types of strokes and shapes preparing them for writing letters.

Overall Learning Outcomes

- Orally blend syllables and two- and three-phonemes to form words
- Identify beginning sounds of words
- Use position words: left, right, top, bottom
- Track left to right, top to bottom
- Draw a number of writing strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip
- Student Performance Assessment

Big Ideas

- Words are made of sound parts (syllables, phonemes).
- Phonemes (sounds) are blended to form words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1e ELA.K.F.1.2a ELA.K.F.1.2c ELA.K.F.1.2d ELA.K.F.1.2e ELA.K.F.1.2f			ELA.K.V.1.3	ELA.K.F.1.2a ELA.K.F.1.2d ELA.K.F.1.2f			ELA.K.V.1.3
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			

Kindergarten Curriculum Map

Skills Unit 3

Unit Summary

UNIT LENGTH: 14 days

In this unit, students will begin to make connections between sounds and symbols. 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. Students will continue important phonological and phonemic awareness activities by blending sounds into words. Students are also introduced to non-decodable high-frequency words, known as Tricky Words in CKLA.

Overall Learning Outcomes

- Orally blend sounds to form words
- Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/
- Blend and read printed VC and CVC words
- Change sounds in simple words to create new words
- Read Tricky Words *one, two, three*
- Student Performance Assessment

Big Ideas

- Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8).
- Sounds in words are represented with symbols (sound pictures).
- Sound pictures can be blended to read words.
- Sound pictures are used to spell words.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1g ELA.K.F.1.2d ELA.K.F.1.2f ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.3d ELA.K.F.1.4		ELA.K.C.1.1		ELA.K.F.1.2f ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c		ELA.K.C.1.1	
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			

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Skills Unit 4

Unit Summary

UNIT LENGTH: 15 days

Unit 4 introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading using the big book *Pet Fun*, students practice blending these sounds into words. Students also review and practice previously learned letter-sound correspondences and begin dictation activities.

Overall Learning Outcomes

- Orally blend and segment sounds in words
- Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/
- Blend and read printed VC and CVC words
- Change sounds in words to create new words
- Write dictated words
- Read Tricky Words *a, the*
- Read phrases in a decodable text
- Student Performance Assessment

Big Ideas

- Students are introduced to the decodable Big Book, *Pet Fun*.
- Print concepts and fluency are reinforced using the Big Book.
- Sounds/symbols can be blended to read words.
- Symbols are used to spell words.
- Words make up phrases and sentences.
- Words are read from left to right.
- Words in a book tell a story.

Unit Components

Anchor Text:	<i>Pet Fun</i> (Big Book) Literary * n/a
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Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1a ELA.K.F.1.1b ELA.K.F.1.1d ELA.K.F.1.1e ELA.K.F.1.2d ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.3d ELA.K.F.1.4		ELA.K.C.1.1		ELA.K.F.1.2d ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c		ELA.K.C.1.1	
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			

Kindergarten Curriculum Map

Skills Unit 5

Unit Summary

UNIT LENGTH: 16 days

Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading of the big book *Ox and Man*, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.

Overall Learning Outcomes

- Discriminate between vowel sounds in words
- Practice sound/letter correspondences
- Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'
- Change sounds in words to create new words
- Read and write simple VC and CVC words
- Read Tricky Words *blue, yellow, look*
- Read sentences in a decodable text
- Student Performance Assessment

Big Ideas

- The decodable Big Book *Ox and Man* is used to reinforce print concepts, model fluency, and provides practice reading complete sentences.
- Words are spelled with sound pictures (letters).
- There are uppercase and lowercase sound pictures.
- Words make up phrases and sentences.
- Sentences begin with a capital letter (sound picture) and end with a period.

Unit Components

Anchor Text:	<i>Ox and Man</i> (Big Book) Literary * n/a
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Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1a ELA.K.F.1.1b ELA.K.F.1.1c ELA.K.F.1.1d ELA.K.F.1.1e ELA.K.F.1.2b ELA.K.F.1.2d ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.3d		ELA.K.C.1.1	ELA.K.V.1.1 ELA.K.V.1.3	ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.3d		ELA.K.C.1.1	ELA.K.V.1.1 ELA.K.V.1.3
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1							

Kindergarten Curriculum Map

Skills Unit 6

Unit Summary

UNIT LENGTH: 15 days

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. Students are introduced to their first decodable Student Reader.

Unit Components

Anchor Text:	<i>Kit</i> (Student Reader) Literary * 330L
Poetry Lessons:	<i>Hop on Pop</i> by Dr. Seuss (FL Text)
	<i>We Have a Little Garden</i> by Beatrix Potter (FL Text)

Overall Learning Outcomes

- Orally blend sounds to form words
- Identify sound pictures by their letter names
- Identify and create rhyming words
- Blend and read words with consonant clusters of up to five sounds
- Read words with Tricky Spelling ‘s’ pronounced /z/ and Tricky Words *I, are, and little*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

Big Ideas

- Students use their own decodable Reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts.
- Sound pictures are called letters, and each one has a name.
- Letters make up the alphabet and are arranged in alphabetical order.
- Sentences begin with a capital letter (sound picture) and end with a period.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1d ELA.K.F.1.1e ELA.K.F.1.1f ELA.K.F.1.1g ELA.K.F.1.2b ELA.K.F.1.2f ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.3d ELA.K.F.1.4	ELA.K.R.1.1 ELA.K.R.1.3 ELA.K.R.1.4 ELA.K.R.3.2a	ELA.K.C.1.1 ELA.K.C.3.1	ELA.K.V.1.1	ELA.K.F.1.1e ELA.K.F.1.1f ELA.K.F.1.1g ELA.K.F.1.2b ELA.K.F.1.2f ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3d ELA.K.F.1.4	ELA.K.R.1.1 ELA.K.R.1.2	ELA.K.C.1.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			

Kindergarten Curriculum Map

Skills Unit 7

Unit Summary

UNIT LENGTH: 17 days

Introduces students to digraphs /ch/, /sh/, /th/, qu/, and /ng/. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading. Students apply their code knowledge by reading connected text using the Student Reader *Seth*.

Unit Components

Anchor Text:	<i>Seth</i> (Student Reader) Literary * 450L
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Overall Learning Outcomes

- Orally segment words with consonant clusters
- Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/
- Read and spell words with consonant clusters
- Read Tricky Words *down, out, of*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

Big Ideas

- Students use the decodable Reader *Seth* to practice fluency and print concepts.
- Seth* is a series of chapters about a young boy, his family, and friends.
- Digraphs are two letters that make a single sound.
- Consonant clusters are blended so two individual sounds are heard.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1a ELA.K.F.1.1b ELA.K.F.1.1f ELA.K.F.1.2 ELA.K.F.1.2b ELA.K.F.1.2d ELA.K.F.1.2f ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.3d ELA.K.F.1.4	ELA.K.R.2.1	ELA.K.C.4.1	ELA.K.V.1.1 ELA.K.V.1.3	ELA.K.F.1.1f ELA.K.F.1.2d ELA.K.F.1.2f ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3c ELA.K.F.1.4		ELA.K.C.4.1	
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.3.1							

Kindergarten Curriculum Map

Skills Unit 8

Unit Summary

UNIT LENGTH: 20 days

Students are introduced to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit’s student performance task assessment help to identify which students are ready for the next unit and which need targeted support with previously taught skills.

Unit Components

Anchor Text:	<i>Sam</i> (Student Reader) Literary * 360L
Poetry Lessons:	“At the Sea-Side” by Robert Louis Stevenson (FL Text)
	“Dreams” (stanza 1) by Paul Laurence Dunbar

Overall Learning Outcomes

- Review vowel sounds, digraphs, and other sounds and spellings
- Read and spell words with double-letter spellings
- Read Tricky Words *funny, all, was, from*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

Big Ideas

- The decodable Reader, *Sam*, is about a boy and a series of events including fishing, swimming, and going on a class trip to the seaside.
- Double-letter spellings most frequently follow a short vowel sound.
- Sentences have different ending marks, depending on the type of sentence.
- Apostrophes show possession or are used in contractions.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1a ELA.K.F.1.1b ELA.K.F.1.1c ELA.K.F.1.1e ELA.K.F.1.1f ELA.K.F.1.2b ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3d ELA.K.F.1.4	ELA.K.R.1.1 ELA.K.R.1.4 ELA.K.R.3.2a	ELA.K.C.3.1	ELA.K.V.1.2	ELA.K.F.1.1c ELA.K.F.1.1e ELA.K.F.1.1f ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3d ELA.K.F.1.4	ELA.K.R.1.1		ELA.K.V.1.2
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			

Kindergarten Curriculum Map

Skills Unit 9

Unit Summary

UNIT LENGTH: 23 days

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.

Overall Learning Outcomes

- Orally blend two-syllable words
- Read and spell words with previously taught sound/letter correspondences
- Read new and previously learned Tricky Words
- Write uppercase letters
- Write dictated phrases
- Identify correct end mark punctuation in complete sentences
- Read stories in the decodable Reader
- Answering story questions by drawing/writing
- Student Performance Assessment

Big Ideas

- The chapters in the decodable Reader focus on a brother and sister and their adventures.
- Letter names and the sounds they make
- Uppercase letter formation
- Sentences have different ending marks, depending on the type of sentence.
- Answering questions about the story through discussions and in writing

Unit Components

Anchor Text:	<i>Zach and Ann</i> (Student Reader) Literary * 310L
Poetry Lesson:	"The Clock," a Mother Goose poem by Unknown (FL Text)

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1a ELA.K.F.1.1b ELA.K.F.1.1f ELA.K.F.1.2a ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.3d ELA.K.F.1.4	ELA.K.R.1.1 ELA.K.R.2.1 ELA.K.R.3.1 ELA.K.R.3.2a	ELA.K.C.1.1 ELA.K.C.3.1	ELA.K.V.1.1	ELA.K.F.1.1f ELA.K.F.1.2a ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.4	ELA.K.R.1.1	ELA.K.C.1.1 ELA.K.C.3.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.5.1				ELA.K12.EE.1.1 ELA.K12.EE.3.1			

Kindergarten Curriculum Map

Skills Unit 10

Unit Summary

UNIT LENGTH: 29 days

Introduces students to five long 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.

Overall Learning Outcomes

- Orally segment two-syllable words
- Read new and previously learned Tricky Words
- Divide syllables in words
- Read and spell words with long vowels and separated digraphs (cvce)
- Recognize apostrophes that show possession or used in contractions
- Use punctuation marks while reading connected text
- Answer story questions during discussions and in writing
- End-of-the-Year Assessment

Big Ideas

- The main character in the Reader is Scott, who lives on a farm. This Reader provides practice with words using long vowel sounds.
- Vowels make long and short sounds.
- Separated digraphs use the Magic ‘e’ to form words with long vowel sounds.

Unit Components

Anchor Text:	Scott (Student Reader) Literary * 400L
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Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1a ELA.K.F.1.1b ELA.K.F.1.1f ELA.K.F.1.2a ELA.K.F.1.2d ELA.K.F.1.2e ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.4	ELA.K.R.1.1	ELA.K.C.1.1 ELA.K.C.5.1	ELA.K.V.1.3	ELA.K.F.1.1f ELA.K.F.1.2a ELA.K.F.1.3 ELA.K.F.1.3a ELA.K.F.1.3b ELA.K.F.1.4	ELA.K.R.1.1	ELA.K.C.1.1	
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1				ELA.K12.EE.1.1 ELA.K12.EE.3.1			