Centerville-Abington Elementary Curriculum Mapping Language Arts – Kindergarten 1st Nine Weeks

Tracy Metcalf

| Lesson and | Reading Lit. & Informational Text | Foundational Skills | Vocabulary | Language/Writing | Assessment |
|-------------------------|-----------------------------------|-------------------------------|---|-------------------|------------|
| Standards | | | | | |
| 1 | | | | | |
| Literature | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | |
| <u>K.RL.2.1</u> | Big Book | Rhyming Words | celebrate (v), family (n), | Nouns for People | |
| K.RV.3.1 | What Makes a Family? | Single Sounds | memories (n), | · | |
| K.RL.3.1 | Genre: Informational Text | | include (v) | Writing Mode | |
| K.RL.3.2 | Read Aloud Book | Letter Names | | Narrative Writing | |
| <u>K.RL.K.4.1</u> | Building with Dad | Letters Kk, Ll, Mm, Nn, Oo | Oral Vocabulary | | |
| Nonfiction | Genre: Realistic Fiction | , , , , | cranes, crew, gleaming, | Writing Form | |
| K.RN.2.1 | Paired Selections | Decodable Readers | mechanic, | Names | |
| K.RN.2.2 | "Frère Jacques" | See What We Can Do | outlining, solid | | |
| K.RN.3.1 | "Everybody Says" | We Can Make It | 3, 11 | Focus Trait | |
| <u>K.RF.1</u> | "Tortillas for Mommy" | | Domain-Specific | Conventions | |
| <u>K.RN.3.1</u> | "My Little Sister" | Concepts of Print | Vocabulary | | |
| | Genre: for "Frère Jacques" Poetry | Directionality: Left to Right | aren't, sibling, ancestor, | | |
| Foundations K.RF.2.1 | and Lullaby | Book Parts | relation | | |
| K.RF.2.1 | Genre: for Remaining Paired | | | | |
| K.RF.3.1 | Selections Poetry | Words to Know | Vocabulary Strategies | | |
| K.RF.3.4 | , | (High-Frequency Words) | Classify and Categorize | | |
| K.RF.4.4 | Text-based Comprehensions | | Family Words | | |
| | Target Skill | | , | | |
| Speaking and | Main Ideas | Fluency | Enrich Vocabulary | | |
| Listening K.SL.2.3 | Target Strategy | Read with Expression | Talk About Families | | |
| K.SL.2.5 | Summarize | p see | | | |
| K.SL.3.1 | Second Read Skills | | | | |
| K.SL.4.1 | Genre | | | | |
| | | | | | |
| Vocabulary | | | | | |
| and Writing | | | | | |
| K.W.2.1 | | | | | |
| K.W.6.1a | | | | | |
| K.W.6.1b | | | | | |
| <u>K.RV.1</u> | | | | | |

| 2 | <u>Selections</u> | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|-------------|--------------------------------|------------------------------|---------------------------|-------------------|
| iterature | Big Book | Beginning Sounds | bullying (v), tidies (v), | Nouns for Places |
| K.RL.2.2 | How Do Dinosaurs Go to School? | | fidget (v), | |
| K.RL.2.3 | Genre: Fantasy | | interrupt (v) | Writing Mode |
| K.RV.3.1 | Read Aloud Book | Letter Names | | Narrative Writing |
| K.RL.3.2 | Friends at School | Letters Pp, Qq, Rr, Ss, Tt | Oral Vocabulary | 11011011101110 |
| K.RL.4.1 | Genre: Informational Text | Σεττείου ρή αξίη πη σού ττ | busy, company, | Writing Form |
| K.RL.4.2 | Paired Selection | Decodable Readers | container, job, scoop, | Labels |
| K.RL.1 | "My School Bus" | We Go to School | tortoises | Labels |
| | · · · · · | | tortoises | Facus Tuels |
| lonfiction | Genre: Informational Text | l Like | | Focus Trait |
| K.RN.2.1 | Target Skill | | Domain-Specific | Word Choice |
| K.RN.2.3 | Understanding Characters | Concepts of Print | <u>Vocabulary</u> | |
| K.RV.3.2 | | Directionality: Follow Words | behave, member, | |
| K.RN.3.1 | | Left to Right, Top to Bottom | respect, community | |
| K.RN.1 | Text-Based Comprehension | Book Handling | | |
| | Target Strategy | | Vocabulary Strategy | |
| oundations | Infer/Predict | Words to Know (HFW) | Antonyms | |
| K.RF.2.1 | Second Read Skill | Like | ' | |
| K.RF.2.4 | Author's Purpose | | Enrich Vocabulary | |
| K.RF.3.4 | Traction of all pose | Fluency | Talk About School | |
| K.RF.4.4 | | Pause for Punctuation | Talk About School | |
| peaking and | | rause for Functuation | | |
| istening | | | | |
| K.SL.2.3 | | | | |
| K.SL.2.5 | | | | |
| K.SL.3.1 | | | | |
| K.SL.4.1 | | | | |
| K.W.3.3 | | | | |
| ocabulary | | | | |
| nd Writing | | | | |
| K.W.2.1 | | | | |
| K.W.6.1a | | | | |
| K.W.6.1b | | | | |
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| 3 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|-------------------------|---------------------------------|---------------------------------------|---------------------------|-------------------|
| Literature | Big Book | Beginning Sounds | bullying (v), tidies (v), | Nouns for Animals |
| K.RL.2.1 | Please, Puppy, Please | Words in Oral Sentences | fidget (v), | and Things |
| K.RL.2.2 | Genre: Realistic Fiction | | interrupt (v) | |
| K.RL.2.3 | Read Aloud Book | Letter Names | | Writing Mode |
| RL.K.4 | I Have a Pet! | Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i> | Oral Vocabulary | Narrative Writing |
| K.RL.3.2 | Genre: Realistic Fiction | | busy, company, | |
| K.RL.4.1 | Paired Selection | Decodable Readers | container, job, scoop, | Writing Form |
| K.RL.4.2 | "Different Kinds of Dogs" | Baby Bear's Family | tortoises | Captions |
| Farm dations | Genre: Informational Text | The Party | tortoises | Captions |
| Foundations K.RF.2.2 | Genre. Informational Text | The raity | Domain-Specific | Focus Trait |
| K.RF.23 | | Concepts of Print | Vocabulary | Ideas |
| K.RF.2.4 | Text-based Comprehension | Letters and Words: First, Last | behave, member, | lucas |
| K.RF.3.4 | Target Skill | Letters, Distinguish Letters | respect, community | |
| K.RF.4.4 | Story Structure | from Words | respect, community | |
| | , | Trom words | Vacabulam, Strategy | |
| Speaking and | Target Strategy Monitor/Clarify | | Vocabulary Strategy | |
| Listening | Monitor/Clarity | Manda to Know (UEM) | Antonyms | |
| K.SL.2.5 | Casand Band Chill | Words to Know (HFW) | Francisk Manakadama | |
| K.SL.4.1 | Second Read Skill | the | Enrich Vocabulary | |
| K.W.3.3 | Conclusions | Fluency | Talk About School | |
| Vocabulary | | Reading Rate | | |
| and Writing | | | | |
| K.W.2.1 | | | | |
| K.W.6.1a | | | | |
| K.W.6.1b | | | | |
| K.RV.1 | | | | |
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| 4 | Selection | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|------------------------|-------------------------------|-------------------------|--------------------------|-------------------|
| Literature | Big Book | Beginning Sounds | creating (v), delivering | Action Verbs in |
| K.RL.2.4 | Everybody Works | Words in Oral Sentences | (v), hobby (n), | Present Tense |
| K.RL.3.1 | Genre: Informational Text | | protecting (v) | |
| K.RL.3.2 | Read Aloud Book | <u>Phonics</u> | Oral Vocabulary | Writing Mode |
| | Pizza at Sally's | Letter Mm * | customers, dough, | Narrative Writing |
| Nonfiction | Genre: Realistic Fiction | | famous, perfect, | |
| K.RI.2.1 K.RI.2.2 | Paired Selection | Decodable Readers | sprinkled, stretchy | Writing Form |
| K.RI.2.2 K.RI.2.3 | "The Elves and the Shoemaker" | Mm | | Story Sentences |
| K.RV.3.2 | "The Lion and the Mouse" | I Like Mm | Domain-Specific | (Adding Details) |
| K.RN.3.1 | Genre: for Elves Fairy Tale | | Vocabulary | , , |
| K.RN.3.2 | Genre: for Lion Fable | Concepts of Print | volunteer, worker, job, | Focus Trait |
| | | Spaces Between Words | goods, services | Ideas |
| Foundations | | Environmental Print | 9:::0, 00::::00 | |
| K.RF.2.1 | Text-based Comprehension | | Vocabulary Strategy | |
| K.RF.2.3 | Target Skill | Words to Know (HFW) | Classify and Categorize | |
| K.RF.K.2.4 | Text and Graphic Features | and | Words for Jobs | |
| K.RF.K.3.4 K.RF.4.1 | Target Strategy | Fluency | | |
| K.RF.4.4 | Analyze/Evaluate | Pause for Punctuation | Enrich Vocabulary | |
| K.KF.4.4 | Second Read Skill | | Words with Endings - | |
| Writing | Genre | | ed, -ing | |
| K.W.3.1 | | | , 3 | |
| K.W.3.3 | | | | |
| | | | | |
| Speaking and | | | | |
| Listening K.SL.2.3 | | | | |
| K.SL.4.1 | | | | |
| 1 | | | | |
| Vocabulary | | | | |
| K.W.2.1 | | | | |
| K.W.6.1a | | | | |
| K.W.6.1e | | | | |
| K.Rv.2.4 | | | | |
| K.RV.2.2 | | | | |
| K.RV.1 | | | | |
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| 5 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | Unit 1 |
|------------------------|----------------------------------|---------------------------------|--------------------------|----------------------|-----------|
| Literature | Big Book | Beginning Sounds | appears, future, handy, | Action Verbs in | Benchmark |
| K.RL.2.1 | The Handiest Things in the World | Words in Oral Sentences | stray | Present Tense | Test |
| K.RK.2.4 | Genre: Informational Text | | | | |
| K.RL.3.2 | Read Aloud Book | Phonics | Oral Vocabulary | Writing Mode | |
| K.RL.4.2 | The Little Red Hen | Letter Ss * | admired, delicious, | Narrative Writing | |
| No. of the co | Genre: Folk Tale and Fable | Review <i>m</i> , <i>s</i> | delight, doubt, fable, | | |
| Nonfiction K.RN.2.1 | (Traditional Tale) | , | sigh | Writing Form | |
| K.RN.2.1 K.RN.2.2 | Paired Selection | | | Class Story (Telling | |
| K.RV.3.2 | Stone Soup | | Domain-Specific | Details) | |
| K.RN.3.1 | Genre: Informational Text | <u>Decodable Readers</u> | Vocabulary | Focus Trait | |
| K.RN.4.1 | | Ss | invention, utensil, aid, | Ideas | |
| K.RN.1 | Text-Based Comprehension | I Like Ss | purpose | | |
| | Target Skill | | , , | Research/Media | |
| Foundations | Details | Concepts of Print | Vocabulary Strategy | Literacy Skills | |
| K.RF.2.1 | Target Strategy | Capitalization: First Word in a | Synonyms | Research a Tool | |
| K.RF.2.2 | Question | Sentence | , , | | |
| K.RF.2.4 K.RF.3.4 | Second Read Skill | Punctuation: Period, Question | Enrich Vocabulary | | |
| K.RF.4.1 | Cause-and-Effect | Mark | Asking Questions | | |
| K.RF.4.4 | | | | | |
| | | Words to Know (HFW) | | | |
| Speaking and | | Review: I, like, the, and | | | |
| Listening | | | | | |
| K.SL.2.4 | | Fluency | | | |
| Writing | | Pause for Punctuation | | | |
| K.W.3.3 | | | | | |
| K.W.5 | | | | | |
| | | | | | |
| Vocabulary | | | | | |
| K.W.2.1 | | | | | |
| K.W.6.1a K.RL.2.1 | | | | | |
| K.W.6.1e | | | | | |
| K.W.6.2a | | | | | |
| K.W.6.2b | | | | | |
| K.RV.2.2 | | | | | |
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| 6 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|-----------------------|----------------------------|------------------------|---------------------------|---------------------|
| Literature | Big Book | Blend Onset and Rime | aware (adj.), senses (n), | Sensory Words |
| K.RL.2.1 | My Five Senses | | sight (n), | |
| K.RL.3.2 | Genre:: Informational Text | Phonics Phonics | touch (n) | Writing Mode |
| K.RL.4.2 | Read Aloud Book | Letter Aa* (Short a) | , | Informative Writing |
| Nonfiction | Listen, Listen | Decodable Readers | Oral Vocabulary | 0 |
| K.RN.2.2 | Genre: Concept Book | Aa | drift, ripen, scurry, | Writing Form |
| K.RF.1 | Paired Selections | I See | sizzle, whisper, | Descriptive |
| K.RN.4.2 K.RN.1 | "Poems About Senses" | | whistle | Sentences |
| K.KIV.I | "Picnic Day" | Concepts of Print | | (Sensory Words) |
| Foundations | "Here Are My Eyes" | Book Parts | Domain-Specific | |
| RF.K.2c | "The Storm" | Using a Chart | Vocabulary | Focus Trait |
| RF.K.3b RE.K.3c | "Five Wonderful Senses" | | vision, sound, flavor, | Word Choice |
| RF.K.4 | Genre: Poetry | Words to Know (HFW) | texture, scent | |
| | | see | | |
| Speaking and | Text-based Comprehension | | Vocabulary Strategy | |
| Listening K.SL.2.5 | Target Skill | <u>Fluency</u> | Context Clues | |
| K.SL.3.1 | Compare and Contrast | Pause for Punctuation | | |
| K.SL.3.2 | Target Strategy | | Enrich Vocabulary | |
| K.SL.4.1 | Monitor/Clarify | | Sentence Completion | |
| Writing and | Second Read Skill | | Activity (using | |
| Vocabulary | Summarize | | opposites) | |
| K.W.3.1 | | | | |
| K.W.3.2 | | | | |
| K.W.2.1 K.W.6.2a | | | | |
| K.W.6.1b | | | | |
| K.W.4 | | | | |
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|---------------------|-------------------------------|---|---------------------------|---------------------|
| Literature | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
| K.RL.2.2 | Big Book | Blend Onset and Rime | chatter (v), coo (v), | Sensory Words |
| K.RL.2.3 | Mice Squeak, We Speak | Segment Onset and Rime | snore (v), | |
| K.RL.2.4 | Genre:: Realistic Fiction | | squawk (v) | Writing Mode |
| K.RL.3.2 | Read Aloud Book | Phonics | , , , | Informative Writing |
| K.RL.4.1 | Amelia's Show-and-Tell Fiesta | Letter Tt * | Oral Vocabulary | |
| K.RL.4.2 | Genre: Realistic Fiction | | foolish, frowns, ruffled, | Writing Form |
| Foundations | Paired Selection | Decodable Readers | special, | Descriptive |
| K.RF.2.1 | "The Fort Worth Zoo" | Tt Tt | treasures, tropical | Sentences |
| K.RF.2.2 | Genre: Informational Text | We Like Toys | , , | (Sensory Words) |
| K.RF.2.4 | | | Domain-Specific | |
| K.RF.3.3 | Text-Based Comprehension | Concepts of Print | Vocabulary | Focus Trait |
| K.RF.3.4 | Target Skill | Punctuation: Period, Question | communicate, respond, | Word Choice |
| K.RF.4.1 | Understanding Characters | Mark, Exclamation Point | language, | |
| K.RF.4.3 | Target Strategy | , | conversation | |
| K.RF.4.4 | Analyze/Evaluate | Words to Know (HFW) | | |
| K.RF.5 | Second Read Skill | we | Vocabulary Strategy | |
| Speaking and | Author's Word Choice | | Classify and Categorize | |
| Listening | | Fluency | Sensory Words | |
| K.SL.2.3 | | Read with Expression | | |
| K.SL.2.5 | | The day with Expression | Enrich Vocabulary | |
| K.SL.3.1 | | | Words for Sounds | |
| | | | Words for Sounds | |
| Writing and | | | | |
| Vocabulary | | | | |
| K.W.3.2 K.W.2.1 | | | | |
| K.W.2.1 K.W.6.2b | | | | |
| K.W.6.1b | | | | |
| K.RV.1 | | | | |

Centerville-Abington Elementary Curriculum Mapping Language Arts – Kindergarten

2nd Nine Weeks Tracy Metcalf

| Lesson and | Reading Lit. & Informational Text | Foundational Skills | Vocabulary | Language/Writing | Assessment |
|----------------------|-----------------------------------|------------------------|---------------------------|-----------------------|------------|
| Standards | | | | | |
| 8 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | |
| Literature | Big Book | Blend Onset and Rime | colony (n), rustling (v), | Adjectives for Colors | |
| K.RL.2.1 | Move! | Segment Onset and Rime | slithers (v), | | |
| K.RL3.2 | Genre: Informational Text | | startled (v) | Writing Mode | |
| K.RL.1 | Read Aloud Book | <u>Phonics</u> | | Informative Writing | |
| Nonfiction | Jonathan and His Mommy | Letter Cc * (/k/) | Oral Vocabulary | | |
| K.RN.2.1 | Genre: Realistic Fiction | | backward, beat, leap, | Writing Form | |
| K.RN.2.2 | Paired Selection | Decodable Readers | strange, wiggle, | Captions (Descriptive | |
| K.RN.2.3 | "The Hare and the Tortoise" | Cc | zigzag | Sentences; | |
| K.RF.1 | Genre: Folk Tale and Fable | I Can See | | Colors, Sensory | |
| K.RN.3.1 | | | Domain-Specific | Words) | |
| K.RN.1 | Text-Based Comprehension | Concepts of Print | Vocabulary | , | |
| | Target Skill | Spaces Between Words | dive, swim, climb, fly | Focus Trait | |
| Foundations | Details | Directionality | | Word Choice | |
| K.RF.2.1 | Target Strategy | · · | Vocabulary Strategy | | |
| K.RF.2.2 | Visualize | Words to Know (HFW) | Classify and Categorize | Research/Media | |
| K.RF.2.3 | Second Read Skill | \overline{a} | Action Words | Literacy Skills | |
| K.RF.2.4 K.RF.3.3 | Compare and Contrast | | | Research an Animal | |
| K.RF.3.4 | | Fluency | Enrich Vocabulary | | |
| K.RF.4.1 | | Read with Expression | Movement Words | | |
| K.RF.4.3 | | P 222 | | | |
| K.RF.4.4 | | | | | |
| K.RF.5 | | | | | |
| Writing and | | | | | |
| Vocabulary | | | | | |
| K.W.3.2 | | | | | |
| K.W.5 | | | | | |
| K.W.2.1 | | | | | |
| K.RV.2.2 | | | | | |
| K.RV.1 | | | | | |
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| 9 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|----------------------|-----------------------------|--|----------------------------|------------------------|
| Literature | Big Book | Blend Phonemes | sputter (v), travelers | Adjectives for |
| K.RL.2.4 | What Do Wheels Do All Day? | Biena Phonemes | (n), twirl (v), | Numbers |
| K.RL.3.2 | Genre: Informational Text | Phonics | patrol (v) | Numbers |
| K.RL.4.1 | Read Aloud Book | Phonics Device Letters 4 c* (Chart a) | patror (v) | Muiting Mode |
| | | Review Letters Aa* (Short a), | Ovel Manakovlava | Writing Mode |
| Nonfiction | Good Morning, Digger | Tt*, Cc* (/k/), Pp* | Oral Vocabulary | Informative Writing |
| K.RN.2.1 | Genre: Realistic Fiction | | early, weeds, | |
| K.RN.2.2 | Paired Selection | <u>Decodable Readers</u> | community, cement, | Writing Form |
| K.RN.2.3 | "Wheels Long Ago and Today" | Mmmm, Good! | vacant, welding | Description |
| K.RV.3.2 | Genre: Informational Text | The Playground | | (Descriptive Words, |
| K.RN.3.1 | | Concepts of Print | Domain-Specific | Numbers) |
| K.RN.4.2 | Text-based Comprehension | Capitalization: First Letter of a | <u>Vocabulary</u> | <u>Focus Trait</u> |
| | Target Skill | Sentence | push, pull, roll, spin | Word Choice |
| Foundations | Text and Graphic Features | Space Between Words | | |
| K.RF.2.2 | Target Strategy | | Vocabulary Strategy | Research/Media |
| K.RF.2.4 K.RF.3.4 | Question | Words to Know (HFW) | Synonyms | <u>Literacy Skills</u> |
| K.RF.4.1 | Second Read Skill | Review: see, we, a, to | | Answer Questions |
| K.RF.4.1 K.RF.4.4 | Conclusions | | Enrich Vocabulary | About Vehicles |
| K.RF.5 | | Fluency | Talk About Vehicles | |
| 1 | | Read with Expression | | |
| Writing and | | · | | |
| Vocabulary | | | | |
| K.W.3.2 | | | | |
| K.W.4 | | | | |
| K.W.5 | | | | |
| K.W.2.1 | | | | |
| K.RL.2.1 | | | | |
| K.W.6.1e | | | | |
| K.RV.2.2 | | | | |
| K.W.6.1b | | | | |
| K.RV.1 | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.3 | | | | |
| K.SL.2.5 | | | | |
| K.SL.3.1 | | | | |
| K.SL.3.2 | | | | |
| K.SL.4.1 | | | | |
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| 10 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | Unit 2 |
|---------------------|---------------------------|-------------------------------------|---|---------------------|-----------|
| Literature | Big Book | Blend Phonemes | hurry (v), pounced (v), | Adjectives for Size | Benchmark |
| K.RL.2.2 | Mouse Shapes | | sneaky (adj.), | and Shape | Test |
| K.RL.2.3 | Genre: Concept Book | <u>Phonics</u> | tricky (adj.) | ' | |
| K.RL.3.1 | Read Aloud Book | Review Letters Aa^* (Short a), | | Writing Mode | |
| K.RL.3.2 | David's Drawings | Tt*, Cc* (/k/), Pp* | Oral Vocabulary | Informative Writing | |
| K.RL.1 | Genre: Realistic Fiction | (1.47), 1.4 | add, fluffy, fresh, | | |
| | Paired Selection | | grinned, moment, | Writing Form | |
| Nonfiction | "Signs and Shapes" | Decodable Readers | shyly | Description | |
| K.RN.4.2 K.RN.1 | Genre: Informational Text | Mmmm, Good! | Silviy | (Descriptive Words, | |
| K.KN.1 | Genre: informational Text | The Playground | Domain-Specific | Size | |
| Foundations | Text-based Comprehension | The Hayground | Vocabulary | and Shape) | |
| K.RF.2.1 | Target Skill | Concepts of Print | rectangle, triangle, | and Snape) | |
| K.RF.2.2 | Story Structure | Capitalization: First Letter of a | diamond, circle, oval, | Focus Trait | |
| K.RF.2.3 | Target Strategy | Sentence | square | Word Choice | |
| K.RF.2.4 | Summarize | Space Between Words | Square | Word Choice | |
| K.RF.3.4 | Second Read Skill | Space Between Words | Vocabulary Stratogy | | |
| K.RF.4.1 | Characters | Words to Know (HEW) | Vocabulary Strategy Classify and Categorize | | |
| K.RF.4.3 | Characters | Words to Know (HFW) | Shape Words | | |
| K.RF.4.4 | | Review: see, we, a, to | Shape words | | |
| K.RF.5 | | Fluence | Francisk Manakadama | | |
| 14/wiki | | Fluency | Enrich Vocabulary | | |
| Writing K.W.3.1 | | Read with Expression | Words with Suffixes -ly, | | |
| K.W.3.2 | | | -ful | | |
| K.W.3.3 | | | | | |
| K.W.4 | | | | | |
| | | | | | |
| Speaking and | | | | | |
| Listening | | | | | |
| K.SL.2.3 | | | | | |
| K.SL.3.1 | | | | | |
| K.SL.4.1 K.W.3.3 | | | | | |
| K.W.3.3 | | | | | |
| Language | | | | | |
| K.W.2.1 | | | | | |
| K.W.6.1e | | | | | |
| K.W.6.2b | | | | | |
| K.W.6.2c | | | | | |
| K.RV.2.4 | | | | | |
| K.RV.2.2 | | | | | |
| K.RV.1 | | | | | |

| 11 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|----------------------|----------------------------|-------------------------------|-------------------------|-------------------|
| Literature | Big Book | Blend Phonemes | glistens (v), jive (v), | Sentence Parts: |
| K.RL.2.1 | Jump into January | Final Sound | local (adj.), | Subject |
| K.RL.2.4 | Genre: Concept Book | | orchard (n) | |
| K.RL.1 | Read Aloud Book | Phonics | , | Writing Mode |
| | Every Season | Letter Nn * | Oral Vocabulary | Narrative Writing |
| Nonfiction | Genre: Informational Text | Words with <i>n</i> | bloom, peck, scatter, | |
| K.RN.2.1 | Paired Selection | Blending Words | speckled, store, | Writing Form |
| K.RN.2.2 | "Holidays All Year Long" | Sieriaing Words | tracks | Story Sentences |
| K.RN.2.3 K.RN.3.1 | Genre: Informational Text | Decodable Readers | tracks | (Exact Nouns) |
| K.RN.4.1 | Genre. Informational Text | I Can Nap | Domain-Specific | (Exact Nouris) |
| K.RN.4.2 | Text-Based Comprehension | Tap with Me | Vocabulary | Focus Trait |
| K.RN.1 | Target Skill | Tap with Mic | wind, weather, season, | Word Choice |
| | Compare and Contrast | Concepts of Print | evaporate, air | Word Choice |
| Foundations | Target Strategy | Letters and Words | evaporate, an | Research/Media |
| K.RF.2.1 | Question | Spaces Between Words | | Literacy Skills |
| K.RF.2.2 | Second Read Skill | Spaces between words | Vocabulary Strategy | Chart the Weather |
| K.RF.2.3 | Text and Graphic Features | | Figurative Language | Chart the Weather |
| K.RF.2.4 | Text and Grapine reactives | Words to Know (HFW) | l igurative Language | |
| K.RF.3.2 | | with, my | Enrich Vocabulary | |
| K.RF.4.1 | | with, my | Multiple-Meaning | |
| K.RF.4.3 K.RF.4.4 | | Fluency | Words | |
| K.RF.4.4 K.RF.4.5 | | Fluency Road with Expression | vvorus | |
| K.RF.5 | | Read with Expression | | |
| Kiki is | | | | |
| Writing | | | | |
| K,W.3.1 | | | | |
| K.W.3.3 | | | | |
| K.W.4 | | | | |
| | | | | |
| Language | | | | |
| K,W.2.1 K.W.6.1a | | | | |
| K.W.6.2a | | | | |
| K.W.6.2c | | | | |
| K.RV.1 | | | | |
| | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.4.1 | | | | |
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| 12 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|-------------|---------------------------|------------------------|-------------------------|----------------------|
| Literature | Big Book | Blend Phonemes | drifted (v), gathering | Sentence Parts: Verb |
| K.RL.2.2 | Snow | Final Sound | (v), swirled (v), | |
| K.RL.2.3 | Genre: Fantasy | | wisely (adv.) | Writing Mode |
| K.RL.2.4 | Read Aloud Book | Phonics Phonics | | Narrative Writing |
| K.RL.3.2 | Storm Is Coming! | Letter Nn * | Oral Vocabulary | |
| K.RL.4.1 | Genre: Fantasy | Words with <i>n</i> | guard, huddle, nodded, | Writing Form |
| K.RL.4.2 | Paired Selection | Blending Words | pasture, silent, | Story Sentences |
| Nonfiction | "How Water Changes" | | stampede | (Exact Verbs) |
| K.RN.2.1 | Genre: Informational Text | Decodable Readers | | (27,000 10,00) |
| K.RN.1 | Com or morning to the | I Can Nap | Domain-Specific | Focus Trait |
| Killini | Text-based Comprehension | Tap with Me | Vocabulary | Word Choice |
| Foundations | Target Skill | Tap with Mic | hibernate, adapt, | VVOIG CHOICE |
| K.RF.2.1 | Conclusions | Concepts of Print | temperature, melt | |
| K.RF.2.2 | Target Strategy | Letters and Words | temperature, men | |
| K.RF.2.3 | Monitor/Clarify | Spaces Between Words | Vocabulary Strategy | |
| K.RF.3.4 | Second Read Skill | Spaces between words | Classify and Categorize | |
| K.RF.4.1 | Understanding Characters | Words to Know (HFW) | Sensory Words | |
| K.RF.4.4 | Onderstanding Characters | words to know (iii w) | Sensory words | |
| K.RF.4.5 | | Fluency | Enrich Vocabulary | |
| K.RF.5 | | Read with Expression | Words with Endings - | |
| Writing | | Read With Expression | ed, -ing | |
| K.W.3.2 | | | eu, -mg | |
| K.W.3.3 | | | | |
| | | | | |
| Language | | | | |
| K.W.2.1 | | | | |
| K.W.6.1a | | | | |
| K.W.6.2b | | | | |
| K.RV.2.2 | | | | |
| K.W.4 | | | | |
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| 13 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|--------------------|---------------------------------|--------------------------|--------------------------|---------------------|
| Literature | Big Book | Blend Phonemes | belongs, capture, nasty, | Complete Sentences: |
| K.RL.2.4 | What Do You Do With a Tail Like | Final Sound | sensitive | Capitalization and |
| K.RL.1 | This? | Tillal Soulia | Sensitive | Punctuation |
| | Genre: Informational Text | Phonics | Oral Vocabulary | Tunctuation |
| Nonfiction | Read Aloud Book | Letter Ff * | daily, herd, muscles, | Mriting Mada |
| K.RN.2.2 | | _ | 1 | Writing Mode |
| K.RN.2.3 | A Zebra's World | Words with <i>f</i> | pattern, several, | Narrative Writing |
| K.RF.1 | Genre: Informational Text | Blending Words | usually | |
| K.RN.3.1 | Paired Selections | | | |
| K.RN.4.1 | Wings | | | |
| | Dragonfly | | <u>Domain-Specific</u> | Writing Form |
| Foundation | Tails | <u>Decodable Readers</u> | <u>Vocabulary</u> | Story Sentences |
| RF.K.1a | On Our Way | What Can You See? | insect, mammal, fish, | (Details) |
| RF.K.1b | Genre: Poetry | Fat Cat | reptile, bird | |
| RF.K.1c | | | | Focus Trait |
| RF.K.1d | Text-Based Comprehension | Concepts of Print | Vocabulary Strategy | Ideas |
| RF.K.2d | Target Skill | Directionality | Context Clues | |
| RF.K.3a | Author's Purpose | High-Frequency Word Hunt | | Research/Media |
| RF.K.3c RF.K.3d | Target Strategy | | Enrich Vocabulary | Literacy Skills |
| RF.K.4 | Visualize | Words to Know (HFW) | Words with Prefixes un- | Animal Fun Facts |
| Nr.N.4 | Second Read Skill | you, what | , re- | 7 |
| Writing | Text and Graphic Features | you, what | ,,,, | |
| K.W.3.1 | rext and Grapme reatures | Fluency | | |
| K.W.3.3 | | Reading Rate | | |
| K.W.5 | | Reading Nate | | |
| Language | | | | |
| K.W.6.1e | | | | |
| K.RV.2.4 | | | | |
| K.RV.2.2 | | | | |
| K.RV.1 | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.3 | | | | |
| K.SL.3.1 | | | | |
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| 14 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | |
|----------------------|-----------------------------------|--------------------------|----------------------------|---------------------|--|
| Literature | Big Book | Blend Phonemes | idle (adj.), lounging (v), | Verbs in Past Tense | |
| K.RL.2.1 | Turtle Splash! | Isolate Middle Sound | scampers (v), | | |
| K.RL.2.4 | Genre: Concept Book | | timid (adv.) | Writing Mode | |
| | Read Aloud Book | Phonics Phonics | , | Narrative Writing | |
| Nonfiction | Home for a Tiger, Home for a Bear | Letter Bb * | Oral Vocabulary | | |
| K.RN.2.1 | Genre: Informational Text | Words with b | burrow, desert, | Writing Form | |
| K.RN2.3 | Paired Selection | Blending Words | (beaver's) lodge, | Story (Sequence: | |
| K.RV.3.2 | "Where Animals Live" | Bieriang Words | patient, shade, soaring | Beginning, Middle, | |
| K.RF.1 | Genre: Informational Text | Decodable Readers | patient, snade, soaring | Ending) | |
| K.RN.3.1 K.RN.4.1 | Genre: mormational rext | What Now? | Domain-Specific | Litanig/ | |
| K.RN.4.2 | Text-Based Comprehension | At Bat | Vocabulary | Focus Trait | |
| K.RN.1 | Target Skill | ן אני טמנ | habitat, environment, | Organization | |
| | Cause-and-Effect | Concepts of Print | woodland, | | |
| Foundations | Target Strategy | High-Frequency Word Hunt | grassland, wetland | Research/Media | |
| K.RF.2.3 | Infer/Predict | Words to Know (HFW) | grassiana, wetiana | Literacy Skills | |
| K.RF.2.4 | Second Read Skill | are, now | Vocabulary Strategy | Use References | |
| K.RF.3.4 | Author's Purpose | ure, now | Classify and Categorize | Sources to Gather | |
| K.RF.4.1 | Author's Furpose | Fluency | Number Words | Information About a | |
| K.RF.4.4 | | Read with Expression | Number words | Particular | |
| K.RF.45 | | Read With Expression | English Masshulam | Habitat | |
| K.RF.5 | | | Enrich Vocabulary | Парісас | |
| Writing | | | Number Words and | | |
| K.W.3.3 | | | Ordinals | | |
| K.W.4 | | | | | |
| K.W.5 | | | | | |
| | | | | | |
| Language | | | | | |
| K.W.6.1e | | | | | |
| L.W.6.2c | | | | | |
| K.RV.2.4 | | | | | |
| K.W4 | | | | | |
| Speaking and | | | | | |
| Listening | | | | | |
| K.SL.3.1 | | | | | |
| K.SL.4.1 | | | | | |
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| 15 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | Unit 3 |
|------------------|----------------------------------|--|-------------------------|--------------------------|-----------|
| Literature | Big Book | Blend Phonemes | fireball (n), thinner | Statements | Benchmark |
| K.RL.2.3 | What a Beautiful Sky! | Isolate Middle Sound | (adj.), beautiful | (Capitalization and | Test |
| K.RL.4.1 | Genre: Informational Text | | (adj.), misty (adj.) | Punctuation) | |
| | Read Aloud Book | Phonics | (223,7,7 222,7) | | |
| Nonfiction | How Many Stars in the Sky? | Review Letters Aa^* (Short a), | Oral Vocabulary | Writing Mode | |
| K.RN.2.2 | Genre: Realistic Fiction | Nn*, Ff*, Bb* | dazzling, distance, | Narrative Writing | |
| K.RN.2.3 | Paired Selection | Words with a (Short a), n, f, b | gazing, leaned, | Traire viiting | |
| K.RN.3.1 | "What Will the Weather Be Like?" | Blending Review | planet, tunnel | Writing Form | |
| K.RN.4.1 | Genre: Informational Text | Biending Review | pranet, tarrier | Story (Sequence: | |
| K.RN.4.2 | Genre: informational rext | Decodable Readers | Domain-Specific | Beginning, Middle, | |
| Foundations | Text-based Comprehension | Pam Cat | Vocabulary | Ending) | |
| K.RF.2.2 | Target Skill | Come with Me | star, sun, moon, galaxy | Lituing) | |
| K.RF.2.3 | Sequence of Events | Come with Me | star, san, moon, galaxy | Focus Trait | |
| K.RF.2.4 | Target Strategy | Concepts of Print | Vocabulary Strategy | Focus Trait Organization | |
| K.RF.3.4 | | | | Organization | |
| K.RF.4.1 | Analyze/Evaluate | Letters, Words, and Sentences | Figurative Language: | | |
| K.RF.4.3 | Second Read Skill | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | Simile | | |
| K.RF.4.4 | Author's Word Choi | Words to Know (HFW) | Francish Masshulam | | |
| K.RF.5 | | Review: come, me, with, my, | Enrich Vocabulary | | |
| | | you, what, are, now | Words with Endings | | |
| Writing | | 51 | -ed, -ing | | |
| K.W.3.3 K.W.4 | | Fluency | | | |
| K.W.4 | | Pause for Punctuation | | | |
| Language | | | | | |
| K.W.6.2a | | | | | |
| K.W.6.2b | | | | | |
| K.W.6.2c | | | | | |
| K.RV.2.4 | | | | | |
| K.RV.1 | | | | | |
| Speaking and | | | | | |
| Listening | | | | | |
| K.SL.2.3 | | | | | |
| K.SL.4.1 | | | | | |
| K.RV.1 | | | | | |
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| 16 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|--------------|-------------------------------|-----------------------------|---------------------------|---------------------|
| | Big Book | Blend Phonemes | fossils (n), geodes (n), | Proper Nouns for |
| Literature | What Is Science? | Isolate Middle Sound | geysers (n), | People and |
| K.RL.2.1 | Genre: Poetry | isolate Middle Soulid | glaciers (n) | Pets |
| K.RL.2.2 | Read Aloud Book | Dharia | giaciers (II) | Pets |
| K.RL2.4 | | Phonics | Out Was all Inc | 14/201 10 - 1 |
| K.RL.3.2 | Dear Mr. Blueberry | Letter li * | Oral Vocabulary | Writing Mode |
| K.RL.4.1 | Genre: Fantasy | Words with (Short i) | information, perhaps, | Opinion Writing |
| K.RL.4.2 | Paired Selection | Blending Words | pleased, pond, | |
| K.RL.1 | "Benjamin Franklin, Inventor" | | spurt, travel | Writing Form |
| | Genre: Biography | Decodable Readers | | Message (Different |
| Nonfiction | | What Is It? | Domain-Specific | Parts) |
| K.RN.2.2 | Text-based Comprehension | It Is My Cab | <u>Vocabulary</u> | |
| | Target Skill | | experiment, life science, | Focus Trait |
| Foundation | Details | Concepts of Print | earth science, | Organization |
| K.RF.2.4 | | High-Frequency Word Hunt | physical science | |
| K.RF.3.4 | | | . , | |
| K.RF.4.3 | Target Strategy | Words to Know (HFW) | Vocabulary Strategy | Write About Reading |
| K.RF.4.4 | Summarize | is, how, of, so many, where | Classify and Categorize | Performance Task |
| K.RF.5 | Main Ideas | | Science Words | |
| Writing | | Fluency | | |
| K.W.3.1 | | Pause for Punctuation | Enrich Vocabulary | |
| K.W.3.1 | | Tause for Functuation | Science and Scientists | |
| Language | | | Science and Scientists | |
| K.W.6.1b | | | | |
| K.W6.1e | | | | |
| K.W.6.2b | | | | |
| K.W.6.1b | | | | |
| K.RV.1 | | | | |
| | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.3.1 | | | | |
| K.W.3.3 | | | | |
| K.SL.4.1 | | | | |
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Centerville-Abington Elementary Curriculum Mapping Language Arts – Kindergarten 3rd Nine Weeks

Tracy Metcalf

| Lesson and | Reading Lit. & Informational Text | Foundational Skills | Vocabulary | Language/Writing | Assessment |
|----------------------|-------------------------------------|---------------------------------|--------------------------|----------------------|------------|
| Standards | | | | | |
| 17 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | |
| Literature | Big Book | Blend Phonemes | ever, pumps (v), rush, | Proper Nouns for | |
| K.RL.2.2 | From Caterpillar to Butterfly | Segment Phonemes | tiny | People and | |
| K.RL.2.3 | Genre: Informational Text | | | Pets | |
| L.RL.3.2 | Read Aloud Book | <u>Phonics</u> | Oral Vocabulary | | |
| K.RL.4.1 | It Is the Wind | Letter <i>Gg</i> * | creaks, hare, hinge, | Writing Mode | |
| K.RL.4.2 K.RL.1 | Genre: Realistic Fiction | Words with <i>g</i> | howling (wind), | Opinion Writing | |
| K.KL.I | Paired Selection | Blending Words | path, sways | | |
| Nonfiction | "Anansi and Grasshopper" | | | Writing Form | |
| K.RN.2.2 | Genre: Folk Tale and Trickster Tale | Decodable Readers | Domain-Specific | Thank-You Note | |
| K.RN.2.3 | | Can You Find It? | <u>Vocabulary</u> | | |
| K.RF.1 | Text-based Comprehension | Gig Pig | metamorphosis, molt, | Focus Trait | |
| K.RN.3.1 | Target Skill | | chrysalis, larva | Voice | |
| | Sequence of Events | | Vocabulary Strategy | | |
| Foundations | Target Strategy | Concepts of Print | Multiple-Meaning | Write About Reading | |
| K.RF.2.2 K.RF.2.3 | Infer/Predict | Letters in Words | Words | Performance Task | |
| K.RF.2.4 | Second Read Skill | Spaces Between Words | | | |
| K.RF.3.4 | Author's Word Choice | | Enrich Vocabulary | Research/Media | |
| K.RF.4.1 | | Words to Know (HFW) | Words for Sounds | Literacy Skills | |
| K.RF.4.4 | | find, this, from, came, but, on | | Make a Poster | |
| K.RF.4.5 | | | | | |
| K.RF.5 | | <u>Fluency</u> | | | |
| | | Read with Expression | | | |
| Writing | | | | | |
| K.W.3.1 K.W.3.2 | | | | | |
| K.W5 | | | | | |
| N. VV J | | | | | |
| Language | | | | | |
| K.W.2.1 | | | | | |
| K.W.6.1e | | | | | |

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|--------------|----------|--|---|--|
| K.W.6.2c | | | | |
| L.K.4a | | | | |
| K.RV.1 | | | | |
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| Speaking and | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.5 | | | | |
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| 18 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|---------------------------|----------------------------------|----------------------------------|---------------------------------------|---------------------|
| Literature | Big Book | Blend Phonemes | conquered, lapping, | Verbs in Future |
| K.RL.3.2 | Atlantic | Segment Phonemes | relatives, scraping | Tense |
| K.RL.4.1 | Genre: Informational Text | | , , , , , , , , , , , , , , , , , , , | |
| K.RL.1 | Read Aloud Book | <u>Phonics</u> | Oral Vocabulary | Writing Mode |
| | One-Dog Canoe | Letter Rr * | canoe, dew, glided, | Opinion Writing |
| Nonfiction | Genre: Fiction | Words with <i>r</i> | paddle, peered, | |
| K.RN.2.2 | Paired Selections | Blending Words | crew | Writing Form |
| K.RN.2.3 K.RN.3.1 | Poems About the Sea | | | Friendly Letter |
| K.RN.4.1 | "If You Ever" | Decodable Readers | Domain-Specific | (Different Parts) |
| K.RN.1 | "A Sailor Went to Sea, Sea, Sea" | What Will It Be? | Vocabulary | (2.1.6.6.1.6.4.6.4) |
| I KIIKI W | "Ten Little Fishes" | Rac Is It | inlet, iceberg, gulf, | Focus Trait |
| Foundations | "Undersea" | Nac 13 TC | wave, tide | Conventions |
| K.RF.2.1 | Genre: Poetry | Concepts of Print | wave, trac | Conventions |
| K.RF.2.2 | Generation | Directionality: Follow Words | Vocabulary Strategy | Write About Reading |
| K.RF.2.4 | Text-based Comprehension | Left to Right, Top to Bottom, | Context Clues | Performance Task |
| K.RF.3.4 | Target Skill | Page by Page | Context cides | Terrormance rusk |
| K.RF.4.1 | Author's Purpose | Tage by Tage | Enrich Vocabulary | Research/Media |
| K.RF.4.3 | Target Strategy | Words to Know (HFW) | Ask Questions About | Literacy Skills |
| K.RF.4.4 | Analyze/Evaluate | will, be, into, that, your, who | Words | Compare Bodies of |
| K.RF.4.5 K.RF.5 | Second Read Skill | will, be, litto, that, your, who | vvoius | Water |
| K.NF.5 | Figurative Language | Fluency | | vvater |
| Writing | Tigurative Language | Read with Expression | | |
| K.W.3.1 | | Read With Expression | | |
| K.W.3.2 | | | | |
| K.W.4 | | | | |
| K.W.5 | | | | |
| Language | | | | |
| Language K.W.2.1 | | | | |
| K.W.6.1a | | | | |
| K.RL.2.1 | | | | |
| K.W.6.1e | | | | |
| K.W6.2a | | | | |
| K.W.6.2b | | | | |
| K.RV.1 | | | | |
| Speaking and Listening | | | | |
| K.SL.3.1 | | | | |
| K.SL.2.4 | | | | |
| K.SL.4.1 | | | | |

| 19 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|----------------------|---------------------------------|-------------------------------|----------------------------|---------------------|
| Literature | Big Book | Blend Phonemes | bicker (v), compass (n), | Verbs in Past Tense |
| K.RL.2.1 | Sheep Take a Hike | Segment Phonemes | hiking (adj.), | Verbs in ruse rense |
| K.RL.2.2 | Genre: Fantasy | Segment monemes | tramp (v) | Writing Mode |
| K.RL.2.4 | Read Aloud Book | | tramp (v) | Opinion Writing |
| K.RL.3.2 | Nicky and the Rainy Day | | Oral Vocabulary | Writing Form |
| K.RL.4.2 | Genre: Fantasy | Phonics | blizzards, boring, cliffs, | Opinion Sentences |
| K.RL.1 | Paired Selections | Letter Dd * | impossible, | Opinion sentences |
| | | | ' | Facus Tuelt |
| Nonfiction | "The Three Billy Goats Gruff" | Words with d | jungle, meadow | Focus Trait |
| K.RV.3.2 | "The Builder and the Oni" | Blending Words | | Word Choice |
| | Genre: Fairy Tale | | <u>Domain-Specific</u> | |
| Foundations | <u>Text-based Comprehension</u> | <u>Decodable Readers</u> | Vocabulary | Write About Reading |
| K.RF.2.1 | Target Skill | Go for It! | trail, gear, supplies, | Performance Task |
| K.RF.2.4 K.RF.3.4 | Cause-and-Effect | D Is for Dad | pack | |
| K.RF.4.1 | Target Strategy | | | |
| K.RF.4.4 | Question | Concepts of Print | Vocabulary Strategy | |
| K.RF.4.5 | Second Read Skill | Punctuation: Period, Question | Antonyms | |
| K.RF.5 | Sequence of Events | Mark, Exclamation Point | | |
| | | Directionality Top to Bottom, | Enrich Vocabulary | |
| Writing | | Left to Right | Words for Walking and | |
| K.W.3.1 | | | Hiking | |
| K.W.3.3 | | Words to Know (HFW) | | |
| K.W.4 | | go, for, here, they, soon, up | | |
| | | | | |
| Language | | Fluency | | |
| K.W.6.1a | | Pause for Punctuation | | |
| K.W.6.1e | | | | |
| K.W.6.2b | | | | |
| K.RV.2.4 | | | | |
| K.W.6.1b | | | | |
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| 20 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | Unit 4 |
|--------------|-------------------------------------|---|----------------------------|----------------------|-----------|
| Literature | Big Book | Blend Phonemes | bicker (v), compass (n), | Verbs Past, Present, | Benchmark |
| K.RL.2.2 | Curious George's Dinosaur Discovery | Segment Phonemes | hiking (adj.), | Future | Test |
| K.RV.3.1 | Genre: Fantasy | | tramp (v) | | |
| K.RL.4.2 | Read Aloud Book | Phonics | , , , , | Writing Mode | |
| | Duck & Goose | Review Letters <i>li*</i> (Short <i>i</i>), | Oral Vocabulary | Opinion Writing | |
| Nonfiction | Genre: Fantasy | Gg*, | blizzards, boring, cliffs, | g pg | |
| K.RV.3.2 | Paired Selection | Dd*, Rr* | impossible, | Writing Form | |
| K.RN.3.1 | "Exploring Land and Water" | Review words with <i>i</i> (Short <i>i</i>), | jungle, meadow | Opinion Sentences | |
| K.RN.1 | Genre: Informational Text | g, d, r | jungie, meddow | opinion sentences | |
| Foundation | | Blending Review | Domain-Specific | Focus Trait | |
| K.RF.2.1 | Text-based Comprehension | Dienamy Neview | Vocabulary | Word Choice | |
| K.RF.2.4 | Target Skill | Decodable Readers | trail, gear, supplies, | Word Choice | |
| K.RF3.4 | Sequence of Events | The Big Dig | pack | Write About Reading | |
| K.RF.3.5 | Target Strategy | We Fit | puen | Performance Task | |
| K.RF.4.1 | Visualize | Werne | Vocabulary Strategy | Terrormance rask | |
| K.RF.4.3 | Second Read Skill | Concepts of Print | Antonyms | | |
| K.RF.4.4 | Conclusions | High-Frequency Word Hunt | Alteoryms | | |
| K.RF.4.5 | Conclusions | Words to Know (HFW) | Enrich Vocabulary | | |
| K.RF5 | | Review: is, how, of, so, many, | Words for Walking and | | |
| Writing | | where, this, find, from, came, | Hiking | | |
| K.W.3.1 | | but, on, will, be, into, that, | THRITIS | | |
| K.W.4 | | your, who, go, for, here, they, | | | |
| | | soon, up | | | |
| Language | | 300π, αρ | | | |
| K.W.6.1a | | Fluency | | | |
| K.W.6.2a | | Reading Rate | | | |
| K.W.6.2c | | Reading Nate | | | |
| K.W.6.1b | | | | | |
| K.RV.1 | | | | | |
| Speaking and | | | | | |
| Listening | | | | | |
| K.SL.2.3 | | | | | |
| K.SL.2.5 | | | | | |
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| 21 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|----------------------|---------------------------------------|--------------------------------------|---|--------------------------|
| Literature | Big Book | Blend Phonemes | especially (adv.), | Proper Nouns for |
| K.RL.2.1 | Zin! Zin! a Violin | Segment Phonemes | market (n), messy | Days and |
| K.RL.2.1 | Genre: Poetry | Jeginene i nonemes | (adj.), sometimes (adv.) | Months |
| K.RL.3.2 | Read Aloud Book | <u>Phonics</u> | (day.), sometimes (dav.) | Wienens |
| K.RL.4.1 | Simon and Molly plus Hester | Letter <i>Oo</i> * (Short <i>o</i>) | Oral Vocabulary | Writing Mode |
| K.RL.4.2 | Genre: Realistic Fiction | Words with o (Short o) | idea, just, plain, teach, | Informative Writing |
| K.RL.1 | Paired Selections | Adding -s (/s/, /z/) (no formal | together, until | iniormative writing |
| | Celebration | lesson) | together, until | Writing Form |
| Foundations | The Lobsters and the Fiddler Crab | Blending Words | Domain-Specific | Invitations (Lists, |
| K.RF.2.1 | "The More We Get Together" | Biending Words | | Sentence Fluency) |
| K.RF.3.4 K.RF.4.1 | "Make New Friends | Docadable Boaders | Vocabulary | Sentence Fidericy) |
| K.RF.4.3 | Genre: Poetry/Song | Decodable Readers | practice, rehearsal, | Focus Trait |
| K.RF.4.4 | Genre. Poetry/30rig | Make It Pop! | perform, applause | Focus Trait Organization |
| K.RF.5 | Toyt based Comprehension | My Dog Tom | Vocabulary Stratogy | Organization |
| | Text-based Comprehension Target Skill | Concepts of Print | Vocabulary Strategy Multiple-Meaning | Write About Reading |
| Writing | Details | Directionality: Top to Bottom, | , | Performance Task |
| K.W.3.1 | | Left to Right, Page by Page | Words | Performance rask |
| K.W.5 | Target Strategy | Left to Right, Page by Page | Fraich Veschulen | Bossovsk /Madia |
| | Infer/Predict Second Read Skill | Words to Know (HFW) | Enrich Vocabulary Words with Suffixes - | Research/Media |
| Language | | | | Literacy Skills |
| K.W.2.1 | Author's Word Choice | make, play, them, give, say, | ful, -ly | How Living Things |
| K.W.6.1a K.W.6.1e | | new | | Grow |
| K.W.6.2c | | Floores | | |
| K.RV.2.4 | | Fluency | | |
| K.RV.1 | | Read with Expression | | |
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| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.5 | | | | |
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| 22 | Coloctions | Dhanalagical Assertance | Solostion Vasabular | Grammar Skill |
|------------------------|------------------------------|------------------------------|--------------------------|----------------------|
| 22 | Selections Ris Reals | Phonological Awareness | Selection Vocabulary | Grammar Skill |
| Literature K.RL.2.2 | Big Book | Blend and Segment Phonemes | bloomer (n), patience | Pronouns they, it, I |
| K.RL.2.2 K.RL.2.3 | Leo the Late Bloomer | Substitute Phonemes | (n), signs (n), | Mairie a Danda |
| K.RL.3.2 | Genre: Fantasy | Phonics | sloppy (adj.) | Writing Mode |
| K.RF.4.2 | Read Aloud Book | Letters Xx *, Jj * | | Informative Writing |
| K.RL.1 | A Tiger Grows Up | Words with x, j | Oral Vocabulary | |
| | Genre: Informational Text | Blending Words | blend, (tiger) cub, den, | Writing Form |
| Nonfiction | Paired Selection | | pounces, prey, | Lists (Structure of |
| K.RN.2.1 | "What Can a Baby Animal Do?" | <u>Decodable Readers</u> | scraps | Numbered Lists) |
| K.RN.2.3 | Genre: Informational Text | A Good Job | | |
| K.RV.3.2 | | Fix It! | Domain-Specific | Focus Trait |
| K.RN.3.1 | Text-based Comprehension | | <u>Vocabulary</u> | Organization |
| K.RN.1 | Target Skill | Concepts of Print | mature, develop, | |
| | Story Structure | Punctuation: Quotation Marks | height, ability | Write About Reading |
| Foundations | Target Strategy | | - ' ' | Performance Task |
| K.RF.2.2 | Analyze/Evaluate | Words to Know(HFW) | Vocabulary Strategy | |
| K.Rf.2.4 | Second Read Skill | said, good, was, then, ate, | Antonyms | |
| K.RF.3.4 K.RF.3.5 | Sequence of Events | could | , | |
| K.RF.4.1 | · | | Enrich Vocabulary | |
| K.RF.4.4 | | Fluency | Words with Suffix -less | |
| K.RF.4.5 | | Reading Rate | | |
| K.RF.5 | | | | |
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| Writing | | | | |
| K.W.3.1 | | | | |
| K.W.3.3 | | | | |
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| Language | | | | |
| K.W.2.1 | | | | |
| K.W.6.2a | | | | |
| K.W.6.2b | | | | |
| K.RV.2.4 | | | | |
| K.W.6.1b | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.3.1 | | | | |
| K.SL.4.1 | | | | |
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| 23 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|---|---------------------------|---------------------------------------|---------------------------|-----------------------------------|
| Literature | Big Book | Blend and Segment Phonemes | fragrant (adj.), inspects | Proper Nouns for |
| K.RV.3.1 | Zinnia's Flower Garden | Substitute Phonemes | (v), pesky (adj.), | Days and |
| K.RL.1 | Genre: Informational Text | | sprinkles (v) | Months |
| | Read Aloud Book | Phonics | | |
| Nonfiction | Oscar and the Frog | Letter <i>Ee</i> * (Short <i>e</i>) | Oral Vocabulary | Writing Mode |
| K.RN.2.1 | Genre: Informational Text | Words with e (Short e) | tadpole, stared, gills, | Informative Writing |
| K.RN.2.2 | Paired Selection | Blending Words | hatch, shrink, | informative writing |
| K.RN.3.1 | "Growing Sunflowers" | Biending Words | (river) bank | Writing Form |
| K.RN.4.2 | Genre: Informational Text | Decodable Readers | (Tiver) bank | Invitations (Lists, |
| K.RN.1 | Genre. Informational rext | · · · · · · · · · · · · · · · · · · · | Damain Cassifia | |
| Farmdations | Took hoosed Communication | My Pet Dog | <u>Domain-Specific</u> | Sentence Fluency) |
| Foundations K.RF.2.2 | Text-based Comprehension | Ben and Jen | <u>Vocabulary</u> | |
| K.RF.2.4 | Target Skill | | nutrients, sprout, | Focus Trait |
| K.RF.3.5 | Sequence of Events | Concepts of Print | sunlight, soil, water | Organization |
| K.RF.4.1 | Target Strategy | Using Graphics | | |
| K.RF.4.3 | Visualize | Words to Know (HFW) | Vocabulary Strategy | Write About Reading |
| K.RF.4.4 | Second Read Skill | she, all, over, her, when, some | Context Clues | Performance Task |
| K.RF.5 | Text and Graphic Features | | | |
| | | <u>Fluency</u> | Enrich Vocabulary | |
| Writing | | Pause for Punctuation | Words for Growing | |
| K.W.3.2 | | | | |
| K.W.5 | | | | Research/Media |
| | | | | <u>Literacy Skills</u> |
| | | | | How Living Things |
| | | | | Grow |
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| K.KV.I | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.3.1 | | | | |
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| K.W.3.3 | | | | |
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| K.W.3.2 K.W.5 Language K.W.2.1 K.W.6.1a K.RV.2.2 K.RV.1 | | Pause for Punctuation | Words for Growing | Literacy Skills How Living Things |

| 24 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|------------------|--|--|---------------------------|----------------------|
| Literature | Big Book | Blend and Segment Phonemes | danger (n), juicy (adj.), | Questions |
| K.RL.2.1 | Chameleon, Chameleon | Substitute Phonemes | peaceful (adj.), | (Capitalization and |
| K.RL.4.2 | Genre: Informational Text | Substitute i nonemes | poisonous (adj.) | Punctuation) |
| | Read Aloud Book | Phonics | poisonous (daj.) | T directaction, |
| Nonfiction | Red Eyes or Blue Feathers | Letters Hh*, Kk * | Oral Vocabulary | Writing Mode |
| K.RN.2.2 | Genre: Informational Text | Words with h, k | communicate, mood, | Informative Writing |
| K.RF.1 | Paired Selection | Blending Words | scent, sly, survive, | informative writing |
| K.RN.3.1 | "Amazing Animal Bodies" | bichang words | temperature | Writing Form |
| K.RN.4.1 | Genre: Informational Text | Decodable Readers | temperature | Report (Dictate |
| K.RN.4.2 | Genre. Informational Text | Hog in a Hat | Domain-Specific | Facts) |
| K.RN.1 | Text-based Comprehension | Kid Hid | Vocabulary | racis |
| Foundations | The state of the s | Nu niu | | Focus Trait |
| K.RF.2.1 | Target Skill | Concents of Drint | adapt, disguise, | |
| K.RF.2.2 | Conclusions | Concepts of Print Parts of a Book: Front and | predator, prey, blend | Ideas |
| K.RF.2.4 | Target Strategy | | Manahadam Chuatam | Marita Abant Baadina |
| K.RF.3.4 | Monitor/Clarify | Back Covers, Title Page, | Vocabulary Strategy | Write About Reading |
| K.Rf.3.5 | Second Read Skill | Dedication Page | Classify and Categorize | Performance Task |
| K.RF.4.1 | Author's Purpose | 144 14 - 14 (115141) | Describing | |
| K.RF.4.3 | | Words to Know (HFW) | Words | |
| K.RF.4.4 | | he, no, away, must, by, there | | |
| K.RF.5 | | | Enrich Vocabulary | |
| | | Fluency | Words with Suffixes - | |
| Writing | | Pause for Punctuation | ful, -ly | |
| K.W.3.2 K.W.4 | | | | |
| K.W.5 | | | | |
| 14.00.5 | | | | |
| Language | | | | |
| K.W.6.1b | | | | |
| K.W.6.2b | | | | |
| K.RV.2.4 | | | | |
| K.RV.2.2 | | | | |
| K.RV.1 | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.3 | | | | |
| K.SL.2.5 | | | | |
| K.SL.3.2 | | | | |
| K.SL.4.1 | | | | |
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| 25 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | Unit 5 |
|------------------------|----------------------------|---|-------------------------|---------------------|-----------|
| Literature | Big Book | Blend and Segment Phonemes | buds (n), damp (adj.), | Exclamations | Benchmark |
| K.RV.3.1 | Pie in the Sky | Substitute Phonemes | feast (n), | (Capitalization | Test |
| K.RL.3.2 | Genre: Realistic Fiction | | finally (adv.) | and Punctuation) | |
| | Read Aloud Book | <u>Phonics</u> | | | |
| Nonfiction K.RN.2.1 | Bread Comes to Life | Review Letters <i>Oo</i> * (Short <i>o</i>), | Oral Vocabulary | Writing Mode | |
| K.RN.2.2 | Genre: Informational Text | Xx*, Jj*, Ee* (short e), Hh*, | crop, golden, patch, | Informative Writing | |
| K.RV3.2 | Paired Selection | Kk* | sprout, sturdy, grind | | |
| K.RN.3.1 | "From Apple Tree to Store" | Words with o (Short o), x, j, e | | Writing Form | |
| K.RN.4.2 | Genre: Informational Text | (Short <i>e</i>), <i>h</i> , <i>k</i> | Domain-Specific | Report (Dictate | |
| | | Blending Review | <u>Vocabulary</u> | Facts) | |
| Foundations | Text-based Comprehension | <u>Decodable Readers</u> | crop, harvest, fruit, | | |
| K.RF.2.1 | Target Skill | Six Pigs Hop | grains, vegetables | Focus Trait | |
| K.RF.2.2 | Text and Graphic Features | Play Kid, Play | Vocabulary Strategy | Ideas | |
| K.RF.2.4 | Target Strategy | | Classify and Categorize | Write About Reading | |
| K.RF.3.4 K.RF.3.5 | Summarize | Concepts of Print | Seasons | Performance Task | |
| K.Rf.4.1 | Second Read Skill | Types, Functions of Print | | Research/Media | |
| K.RF.4.3 | Sequence of Events | Materials | Enrich Vocabulary | Literacy Skills | |
| K.RF.4.4 | | | Words for Eating and | Favorite Recipes | |
| K.Rf.5 | | Words to Know (HFW) | Foods | | |
| | | Review: make, play, them, give, | | | |
| Writing | | say, new, said, good, was, | | | |
| K.W.3.1 | | then, ate, could, she, all, | | | |
| K.W.3.2 | | over, her, when, some, no, | | | |
| K.W.4 | | he, away, must, by, there | | | |
| K.W.5 | | | | | |
| Language | | <u>Fluency</u> | | | |
| K.W.6.2a | | Read with Expression | | | |
| K.W.6.2b | | | | | |
| K.W.6.2c | | | | | |
| K.RV.1 | | | | | |
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| Speaking and | | | | | |
| Listening K.SL.2.3 | | | | | |
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| K.SL.3.1 | | | | | |
| K.SL.3.2 | | | | | |

Centerville-Abington Elementary Curriculum Mapping Language Arts – Kindergarten 4th Nine Weeks

Tracy Metcalf

| Lesson and | Reading Lit. & Informational Text | Foundational Skills | Vocabulary | Language/Writing | Assessment |
|--------------------|------------------------------------|---------------------------------------|-----------------------------|--------------------|------------|
| Standards | | | | | |
| 26 | Selections | | | | |
| Literature | Big Book | Phonological Awareness | Selection Vocabulary | Grammar Skill | |
| K.RL.2.2 | Kitten's First Full Moon | Substitute Phonemes | seemed, sprang, | Nouns Singular and | |
| K.RV.3.1 | Genre: Fiction | Phonics | stretched, tumbled | Plural | |
| K.RL.3.1 | Read Aloud Book | Letter <i>Uu</i> * (Short <i>u</i>) | | | |
| K.RL.1 | Curious George Makes Pancakes | Words with <i>u</i> (Short <i>u</i>) | Oral Vocabulary | Writing Mode | |
| Nonfiction | Genre: Fantasy | Blending Words | assistant, enormous, | Opinion Writing | |
| K.RV.3.2 | Paired Selection | | generous, mayor, | | |
| K.KV.3.2 | Drinking Fountain | Decodable Readers | shocked, volunteers | Writing Form | |
| Foundations | The Puppy Chased the Sunbeam | All In | | Response to | |
| K.RF.2.4 | Silvery | Bug and Cat | | Literature | |
| K.RF.3.4 | Moon Boat | | | (Sentence | |
| K.RF.4.1 | Genre: Poetry | Concepts of Print | Domain-Specific | Frames, Expressing | |
| K.RF.4.3 | • | High-Frequency Word Hunt | Vocabulary | an Opinion) | |
| K.RF.4.4 | Text-based Comprehension | | persistence, effort, | | |
| K.RF5 | Target Skill | Words to Know (HFW) | attempt, | Focus Trait | |
| 14/wi4i | Conclusions | do, down, went, only, little, just | accomplishment | Voice | |
| Writing W.K.3.1 | Target Strategy | | | | |
| W.K.3.1 | Visualize | Fluency | Vocabulary Strategy | Write About | |
| Language | Second Read Skill | Pause for Punctuation | Antonyms | Reading | |
| K.W.6.1a | Genre: (Fantasy vs. Realistic Text | | · | Performance Task | |
| K.RV.2.4 | , | | Enrich Vocabulary | | |
| K.W.6.1b | | | Words with Prefix re- | | |
| K.RV.1 | | | | | |
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| Speaking and | | | |
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| Listening | | | |
| K.SL.3.2 | | | |
| K.SL.4.1 | | | |
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| 27 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|----------------------|---------------------------|--|------------------------------|-------------------|
| Literature | Big Book | Substitute Phonemes | since (adv.), invited (v), | Subject-Verb |
| K.RL.2.1 | One of Three | | remember (v), | Agreement (Past, |
| K.RL.2.2 | Genre: Realistic Fiction | Phonics | triplets (n) | Present, Future) |
| K.RL.2.3 | Read Aloud Book | Letters LI *, Ww* | | Treserity ratarey |
| | Someone Bigger | Words with <i>I, w</i> | Oral Vocabulary | Writing Mode |
| Nonfiction | Genre: Humorous Fiction | Blending Words | creatures, firmly, kite, | Opinion Writing |
| K.RN.2.1 | Paired Selection | Biending Words | launched (a kite), | Opinion writing |
| K.RN.2.3 | "Cross-Country Trip" | Decodable Readers | light, replied | Writing Form |
| K.RV.3.2 | Genre: Informational Text | Win a Cup! | light, replied | Response to |
| K.RN.1 | Genre. Informational Text | Wes Can Help | Domain-Specific | Literature |
| Foundations | Tout based Comprehension | wes can help | <u> </u> | |
| K.RF.2.1 | Text-based Comprehension | Concepts of Print | Vocabulary | (Sentence Frames, |
| K.RF.2.4 | Target Skill | | luggage, tourist, | Giving Reasons) |
| K.RF.3.4 | Compare and Contrast | Directionality | journey, landmark | Form Troit |
| K.RF.3.5 | Target Strategy | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | Manakalawa Stuatawa | Focus Trait |
| K.RF.4.3 | Monitor/Clarify | Words to Know (HFW) | Vocabulary Strategy | Ideas |
| K.RF.4.4 | Second Read Skill | have, help, one, every, ask, | Classify and Categorize | W 21 - A1 - 1 |
| K.RF.5 | Understanding Characters | walk | Places | Write About |
| | | | | Reading |
| Writing | | Fluency | Enrich Vocabulary | Performance Task |
| K.W.3.1 | | Read with Expression | Words with Prefix <i>un-</i> | |
| | | | | |
| Language | | | | |
| K.W.6.1a K.RV.2.4 | | | | |
| K.KV.2.4 | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.5 | | | | |
| K.SL.3.1 | | | | |
| K.SL.3.2 | | | | |
| K.SL.4.1 | | | | |
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| 28 | Soloctions | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|--------------------|--------------------------------|----------------------------------|------------------------------|-------------------|
| 28 | Selections Ris Book | Substitute Phonemes | • | Subject-Verb |
| Literature | Big Book | Substitute Phonemes | prize (n), different (adj.), | |
| K.RL.2.2 | You Can Do It, Curious George! | Dhania | chef (n), | Agreement (Past, |
| K.RL.2.3 | Genre: Fantasy | Phonics | slope (n) | Present, Future) |
| K.RL.3.2 | Read Aloud Book | Letters Vv*, Zz* | Oral Vocabulary | |
| K.RL.4.1 | The Little Engine That Could | Words with <i>v, z</i> | bellowed, dingy, | Writing Mode |
| K.RL.1 | Genre: Fantasy | Blending Words | rumbled, valley, | Opinion Writing |
| | Paired Selections | | waiters, weary | |
| Nonfiction | Poems About Things You Can Do | Decodable Readers | | Writing Form |
| K.RV.3.2 | "Whistling" | Vet on a Job! | Domain-Specific | Response to |
| | "Time to Play" | Roz the Vet | Vocabulary | Literature |
| Foundations | "By Myself" | | considerate, kind, loyal, | (Sentence Frames, |
| K.RF.2.4 | Genre: Poetry | Concepts of Print | thoughtful | Giving Reasons) |
| K.RF.3.4 | | Environmental Print | | |
| K.RF.3.5 | Text-based Comprehension | | Vocabulary Strategy | Focus Trait |
| K.RF.4.1 | Target Skill | Words to Know (HFW) | Context Clues | Ideas |
| K.RF.4.3 | Story Structure | look, out, very, their, saw, put | | |
| K.RF.4.4 K.RF.5 | Target Strategy | | Enrich Vocabulary | Write About |
| K.KF.5 | Infer/Predict | Fluency | Multiple-Meaning | Reading |
| Writing | Second Read Skill | Pause for Punctuation | Words | Performance Task |
| K.W.3.1 | Genre: Fantasy | | | |
| K.W.5 | , | | | Research/Media |
| | | | | Literacy Skills |
| Language | | | | Write About |
| K.W.6.1a | | | | Curious George |
| K.RV.1 | | | | Curious deorge |
| | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.2.3 K.RV.1 | | | | |
| K.KV.1 | | | | |
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| 29 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill |
|----------------------|---------------------------------------|--|-----------------------------|-------------------|
| Literature | Big Book | Track Syllables | projects (n), visitors (n), | Prepositions for, |
| K.RL.2.1 | Look at Us | , | scared (adj.), | to, with |
| K.RV.3.1 | Genre: Informational Text | Phonics | proud (n) | , |
| K.RL.3.2 | Read Aloud Book | Review Letters Aa^* (short a), | , | Writing Mode |
| K.RL.4.1 | Baby Brains | Ee* (Short e), li* (Short i), | Oral Vocabulary | Opinion Writing |
| | Genre: Fiction | Oo^* (Short o), Uu^* (Short u) | certainly, embarrassed, | Spinion strong |
| Nonfiction | Paired Selection | Blending Review | languages, | Writing Form |
| K.RN.2.1 | "The Three Little Pigs" | Words with -s, -ing | mumbled, popular, | Journal |
| K.RN.2.2 K.RN.2.3 | Genre: Fairy Tale | Transas men ay mg | study | Joanna. |
| K.RN.3.1 | Comer run, rune | Decodable Readers | Study | Focus Trait |
| K.RN.1 | Text-based Comprehension | Max Is Down | Domain-Specific | Voice |
| | Target Skill | A Fun Job | Vocabulary | |
| Foundations | Understanding Characters | | develop, accomplish, | Write About |
| K.RF.2.2 | Target Strategy | Concepts of Print | knowledge | Reading |
| K.RF.2.3 | Summarize | Environmental Print | Miowicage | Performance Task |
| K.RF.2.4 | Second Read Skill | | Vocabulary Strategy | Terrormance rusk |
| K.RF.3.2 | Genre: (Fantasy vs. Realistic Text) | Words to Know (HFW) | Figurative Language | |
| K.RF.3.4 | Gerrie. (Furitasy vs. Rediistie Fexe) | Review: down, do, went, only, | Enrich Vocabulary | |
| K.RF.4.1 | | little, just, have, help, one, | Words for Feelings | Research/Media |
| K.RF.4.4 K.RF.4.5 | | every, ask, walk, look, out, | vvoids for recinigs | Literacy Skills |
| K.RF.5 | | very, their, saw, put, off, | | Simon James Books |
| 1 | | take, our, day, too, show | | Simon James Books |
| Writing | | take, our, day, too, snow | | |
| K.W.3.1 | | Fluency | | |
| K.W.3.2 | | Read with Expression | | |
| K.W.4 | | nead with Expression | | |
| K.W.5 | | | | |
| | | | | |
| Language | | | | |
| K.W.6.2a K.RV.1 | | | | |
| K.KV.I | | | | |
| Speaking and | | | | |
| Listening | | | | |
| K.SL.4.1 | | | | |
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| 30 | Selections | Phonological Awareness | Selection Vocabulary | Grammar Skill | Unit 6 |
|-----------------------|-------------------------------------|-------------------------------------|-------------------------|----------------------|-----------|
| Literature | Big Book | Track Syllables | attendance (n), balance | Prepositions in, on, | Benchmark |
| K.RV.3.1 | Miss Bindergarten Celebrates the | · | (v), perfume (n), | out, off, by | Test |
| K.RL.3.2 | Last Day of Kindergarten | Phonics | success (n) | | |
| | Genre: Fantasy | Review Letters Aa^* (short a), | | Writing Mode | |
| Nonfiction | Read Aloud Book | Ee* (Short e), Ii* (Short i), | Oral Vocabulary | Opinion Writing | |
| K.RN.2.1 K.RN.2.3 | Pet Show! | Oo* (Short o), Uu* (Short u) | announced, entrance, | | |
| K.RN.1 | Genre: Realistic Fiction | Blending Review | expect, favorite, | Writing Form | |
| K.M. | Paired Selection | Words with -s, -ing | independent, judge | Journal | |
| Foundations | "Schools Then and Now" | | | | |
| K.RF.2.1 | Genre: Informational Text | Decodable Readers | Domain-Specific | Focus Trait | |
| K.RF.2.2 | | Max Is Down | Vocabulary | Voice | |
| K.RF.2.4 | Text-based Comprehension | A Fun Job | concern, kindness, | | |
| K.RF.3.2 | Target Skill | | neighborly, generous | Write About | |
| K.RF.3.4 | Understanding Characters | Concepts of Print | | Reading | |
| K.RF.4.3 K.RF.4.4 | Target Strategy | Environmental Print | Vocabulary Strategy | Performance Task | |
| K.RF.4.5 | Summarize | | Synonyms | | |
| K.RF.5 | Second Read Skill | Words to Know (HFW) | | | |
| | Genre: (Fantasy vs. Realistic Text) | Review: down, do, went, only, | Enrich Vocabulary | | |
| Writing | | little, just, have, help, one, | Prepositions in | | |
| K.W.3.1 | | every, ask, walk, look, out, | Sentences | | |
| K.W.3.3 | | very, their, saw, put, off, | | | |
| K.W.4 | | take, our, day, too, show | | | |
| | | | | | |
| Language | | Fluency | | | |
| K.W.6.1a K.W.6.1e | | Read with Expression | | | |
| K.W.6.2a | | | | | |
| K.W.6.2c | | | | | |
| K.RV.2.2 | | | | | |
| | | | | | |
| Speaking and | | | | | |
| Listening K.SL.2.3 | | | | | |
| K.SL.3.1 | | | | | |
| K.SL.3.2 | | | | | |
| K.SL.4.1 | | | | | |

READING Guiding Principle

Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.i

READING: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading

Foundations. Learning Outcome

K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills Print Concepts

- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RF.2.2 Recognize that written words are made up of sequences of letters.
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet

Phonological Awareness

- K.RF.3.1 Identify and produce rhyming words.
- K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds. K.RF.3.5 Add, delete, or substitute sounds to change words. Kindergarten Indiana Academic Standards 2014 2 Indiana Department of Education

Phonics

- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., $dog = \frac{d}{g}$; $dog = \frac{d}{g}$; $dog = \frac{d}{g}$; $dog = \frac{d}{g}$; $dog = \frac{d}{g}$
- K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.

- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
- K.RF.4.6 Standard begins at first grade.

Fluency

K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

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READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

- K.RL.1 Actively engage in group reading activities with purpose and understanding. Key Ideas and Textual Support
- K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.
- K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.2.4 Make predictions about what will happen in a story.

Structural Elements and Organization

- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.

Synthesis and Connection of Ideas

- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

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READING: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading

Nonfiction. Learning Outcome

K.RN.1 Actively engage in group reading activities with purpose and understanding.

Key Ideas and Textual Support

- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Structural Elements and Organization

- K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RN.3.3 Standard begins at second grade.

Synthesis and Connection of Ideas

- K.RN.4.1 With support, identify the reasons an author gives to support points in a text.
- K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic
- K.RN.4.3 Standard begins at sixth grade.

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READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary. Learning Outcome K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

K.RV.2.1 Standard begins at first grade.

K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

K.RV.2.3 Standard begins at sixth grade.

K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).

K.RV.2.5 Standard begins at second grade.

Vocabulary in Literature and Nonfiction Texts

K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.

K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.

K.RV.3.3 Standard begins at third grade.

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WRITING Guiding Principle:

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ii

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

K.W.1 Write for specific purposes and audiences.

Handwriting

- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.2.2 Write by moving from left to right and top to bottom.
- Writing Genres: Argumentative, Informative, and Narrative
- K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
- K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

The Writing Process

K.W.4 Apply the writing process to — With support, revise writing by adding simple details; review (edit) writing for format and • conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). Use available technology to produce and publish writing. • The Research Process: Finding, Assessing, Synthesizing, and Reporting Information K.W.5 With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as • sources of information on a topic.

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Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

K.W.6.1 Demonstrate command of English grammar and usage, focusing on:

K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).

K.W.6.1b Verbs – Writing sentences that include verbs. K.W.

6.1c Adjectives/ Adverbs – Standard begins at second grade.

K.W.6.1d Prepositions – Standard begins at fourth grade.

K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).

K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.

K.W.6.2b Punctuation – Recognizing and naming end punctuation.

K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.

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SPEAKING AND LISTENING Guiding Principle:

Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.2 Standard begins in third grade.
- K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.

Comprehension

- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K.SL.3.2 Ask appropriate questions about what a speaker says.

Presentation of Knowledge and Ideas

- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
- K.SL.4.2 Standard begins in first grade.
- K.SL.4.3 Give, restate, and follow simple two-step directions.

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MEDIA LITERACY Guiding Principle:

Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.iv

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

K.ML.1 Recognize various types of media.

Media Literacy

K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.

.K.ML.2.2 Standard begins in fifth grade.

i Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf. ii Ibid. iii Ibid. iv Adapted from Core Principles of Media Literacy Education in the United States. National Association for Media Literacy Education,