

# Kindergarten Curriculum Map

## Skills Unit 1

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

# Kindergarten Curriculum Map

## Skills Unit 2

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

# Kindergarten Curriculum Map

## Skills Unit 3

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

# Kindergarten Curriculum Map

## Skills Unit 4

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

# Kindergarten Curriculum Map

## Skills Unit 5

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

# Kindergarten Curriculum Map

## Skills Unit 6

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

# Kindergarten Curriculum Map

## Skills Unit 7

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

# Kindergarten Curriculum Map

## Skills Unit 8

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



# Kindergarten Curriculum Map

## Skills Unit 9

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

# Kindergarten Curriculum Map

## Skills Unit 10

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