

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

Subject: Kindergarten		Updated: (April 2019)		
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> Quarter – Estimated Time: 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 1 – 6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support..</p> <p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p> <p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p>	<p>Students will show they are listening by looking at the speaker.</p> <p>Students will take turns when speaking.</p> <p>Participating in question and answer activities.</p> <p>Asking questions to seek help</p> <p>Asking questions to get information.</p> <p>Asking questions to seek help.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will develop speaking and listening skills through group discussion</p>	<p>Alphabet</p> <p>Author</p> <p>Back cover</p> <p>Book</p> <p>Bottom</p> <p>Consonant</p> <p>Different</p> <p>Fairy tale</p> <p>Follow directions</p> <p>Front cover</p> <p>Letter</p> <p>Listening skill</p> <p>Lowercase</p> <p>Name</p> <p>Picture book</p> <p>Retell</p> <p>Rhyme</p> <p>Same</p> <p>Sight word</p> <p>Title</p> <p>Top</p> <p>Uppercase</p> <p>Vowel</p> <p>Words</p>	<p>Teacher observation</p> <p>Questioning : Group and individual</p> <p>Discussion</p> <p>Anecdotal Notes</p> <p>Daily Work</p> <p>Weekly Assessments</p> <p>Dibels BOY</p> <p>Assessments “Beginning Kindergarten”</p>	<p>Journeys</p> <p>Starfall</p> <p>Pinterest</p> <p>Teacherspayteachers</p> <p>Jack Hartman</p> <p>Wee Writers</p> <p>Dr. Jean</p> <p>Getapic.com</p> <p>ABCya.com</p> <p>Education.com</p>

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<p><b>K.1.R.4</b> Students will follow one and two step directions.</p> <p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p> <p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p> <p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p>	<p>(e.g. book clubs, buddy reading, literature circles).</p> <p>Students will follow one and two-step directions (e.g. oral and visual).</p> <p>Students will take turns and stay on topic.</p> <p>Students will describe familiar people, places, and events</p> <p>Students will describe memorable events.</p> <p>Students will report facts and details about an experience.</p> <p>Students will share fictional stories.</p> <p>Students will follow agreed-upon rules of respect to work with others</p> <p>Students will recognize that a sentence is made up of separate words by repeating words in a given sentence, pausing between each word, and using actions or manipulatives to represent words.</p>			
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<p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p> <p><b>K.2.PA.5</b> Students will count, pronounce, blend, segment, and delete syllables in spoken words.</p> <p><b>K.2.PC.1</b> Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p> <p><b>K.2.PC.2</b> Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p> <p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p>	<p>Students will identify and produce word sets that rhyme.</p> <p>Students will identify words sets that don't rhyme.</p> <p>Students will participate in syllable manipulation activities:            *Counting syllables (<i>pen-cil 2</i>)            *Blending syllables (<i>cray+on=crayon</i>)            *Segmenting syllables (<i>window=win+dow</i>)            *Deleting syllables (<i>carpet-car = pet</i>)</p> <p>Students will correctly print the letters contained in their first and last name.</p> <p>Students will correctly print most uppercase and lowercase letters.</p> <p>Students will show understanding that print has meaning and is made up of letters in a specific order.</p> <p>Students will interact with environmental print</p> <p>Students will correctly:            *Hold book right-side up            *Identify book title            *Identify title page</p>			
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<p><b>K.2.PC.4</b> Students will recognize that written words are made up of letters and are separated by spaces.</p> <p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p> <p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p> <p><b>K.2.PWS.1</b> Students will identify all uppercase and lowercase letters.</p> <p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p> <p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p>	<p>*Identify front and back covers of books</p> <p>Students will recognize that letters make up words</p> <p>Students will recognize that spaces separate words.</p> <p>Students will know to track print from left to right, top to bottom, and front to back.</p> <p>Students will know that sentences:</p> <ul style="list-style-type: none"> <li>* Begin with a capital letter</li> <li>* End with a period, question mark, or exclamation mark.</li> </ul> <p>Students will name all upper and lowercase letters.</p> <p>Students will put letters of the alphabet in correct order.</p> <p>Students will give most frequently used sounds for each consonant.  Hard and soft sounds for c, g, and s.</p>			
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<p><b>K.2.F.1</b> Students will read first and last name in print.</p> <p><b>K.2.F.2</b> Students will read common high-frequency grade-level words by sight  <i>(e.g., not, was, to, have, you, he, is, with, are).</i></p> <p><b>K.2.R.1</b> Students will retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea.</p> <p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p> <p><b>K.2.R.3</b> Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.</p>	<p>Common sounds for x (/ks/, /z/).</p> <p>Students will give short and long sounds for all vowels.</p> <p>Students will recognize and read first and last name in print.</p> <p>Students will quickly recognize and read common grade-level sight word.</p> <p>Students will restate or dramatize a familiar story, putting key details in sequential order.</p> <p>Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/ informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p>			
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<p><b>K.2.W.1</b> Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.</p> <p><b>K.2.W.2</b> Students will begin to develop first drafts by sequencing the action or details of stories/texts.</p> <p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p> <p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p> <p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p> <p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p>	<p>Students will use drawing and emergent writing to develop first drafts.</p> <p>Students will put events or details from a text in order to begin creating a first writing draft.</p> <p>Students will begin to correct first drafts by assuring proper spacing is used between letters and words.</p> <p>Students will identify the author and illustrator in a story.</p> <p>Students will explain the role of the author and illustrator in creating the story</p> <p>Students will describe the characters and setting in a story using key details through read-alouds and classroom discussions.</p> <p>Students will identify and discuss key illustrations in a story.</p> <p>Students will discuss the relationship between the illustrations and the story or text.</p>			
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<p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support</p> <p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support</p> <p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p>	<p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will identify key details.</p> <p>Students will ask and answer questions about key details.</p> <p>Students will draw, tell, and write using emergent writing to tell a story.</p> <p>Students will draw, tell, and write using emergent writing to share information.</p> <p>Students will draw, tell, or write using emergent writing to express an opinion.</p> <p>Students will learn academic and content-specific vocabulary through read alouds and class discussions</p> <p>Students will connect new vocabulary words to prior knowledge.</p>			
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<p><b>K.4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.1</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p> <p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p>	<p>Students will name and sort pictures of objects into categories based on common traits. (e.g. things you eat, things you wear.</p> <p>Students will begin to use new vocabulary to produce complete sentences.</p> <p>Students will begin to use new vocabulary to expand on complete sentences.</p> <p>Students will choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing).</p> <p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to understand why sentences begin with a capital letter and contain end punctuation.</p>			
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<p><b>K.5.R.2</b> Students will recognize concrete objects as persons, places or things (i.e., nouns).</p> <p><b>K.5.R.3</b> Students will recognize words as actions (i.e., verbs).</p> <p><b>K.5.R.4</b> Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.</p> <p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"> <li>● their first name</li> <li>● the pronoun “I.”</li> </ul>	<p>Students will identify people as concrete objects or nouns.</p> <p>Students will identify places as concrete objects or nouns.</p> <p>Students will identify things as concrete objects or nouns.</p> <p>Students will identify the action word in a spoken sentence or a read aloud</p> <p>Students will group pictures based on spatial and time relationships</p> <p>Students will demonstrate understanding of spatial and time relationships by movement.</p> <p>Students will capitalize the first letter in their name.</p> <p>Students will capitalize the pronoun “I”.</p>			
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<p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p> <p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p>	<p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest</p> <p>Students will identify photos</p> <p>Students will identify illustrations.</p> <p>Students will identify titles.</p> <p>Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>Students will choose who can best answer their question. (e.g. friend, teacher or expert)port</p> <p>Students will identify information from provided sources.</p> <p>Students will recognize common formats of printed text (e.g. books,</p>			
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<p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p> <p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p> <p><b>K.7.W.1</b> Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p>poem charts, magazines, and other formats).</p> <p>Students will recognize common formats of digital text (e.g. book apps, websites, and other formats).</p> <p>Students will learn how ideas and topics are shown in a variety of media and formats. (e.g. oral, written, visual, and digital).</p> <p>Students will communicate using apps, recording devices, digital tools, or print media.</p> <p>Students will use appropriate props, images or illustrations.</p> <p>Students will engage in group reading activities.</p> <p>Students will interact with texts independently.</p>			
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<p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p> <p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will express thoughts and ideas through drawing and emergent writing.</p>			
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Subject: Kindergarten		Updated: April 2019		
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> Quarter – Estimated Time: 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 2 – 6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support..</p> <p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p>	<p>Students will show they are listening by looking at the speaker.</p> <p>Students will take turns when speaking.</p> <p>Participating in question and answer activities.</p> <p>Asking questions to seek help</p> <p>Asking questions to get information.</p> <p>Asking questions to seek help.</p>	<p>Alphabet            Author            Back cover            Book            Bottom            Consonant            Different            Fairy tale            Follow directions            Front cover            Letter            Listening skill            Lowercase            Name            Picture book            Retell            Rhyme</p>	<p>Teacher observation            Questioning : Group and individual            Discussion            Anecdotal Notes            Daily Work            Weekly Assessments            Dibels BOY            Assessments 1st 9 weeks assessments.</p>	<p>Journeys            Starfall            Pinterest            Teacherspayteachers            Jack Hartman            Wee Writers            Dr. Jean            Getapic.com            ABCya.com            Education.com</p>

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<p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p><b>K.1.R.4</b> Students will follow one and two step directions.</p> <p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>	<p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles).</p> <p>Students will follow one and two-step directions (e.g. oral and visual).</p> <p>Students will take turns and stay on topic.</p> <p>Students will describe familiar people, places, and events</p> <p>Students will describe memorable events.</p> <p>Students will report facts and details about an experience.</p> <p>Students will share fictional stories.</p> <p>Students will follow agreed-upon rules of respect to work with others</p>	<p>Same Sight word Title Top Uppercase Vowel words</p>		
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<p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p> <p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p> <p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words</p> <p><b>K.2.PA.6</b> Students will blend and segment onset and rime in one syllable spoken words  <i>(e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).</i></p> <p><b>K.2.PA.7</b> Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes  <i>(e.g., /f/ /a/ /s/ /t/= fast).</i></p> <p><b>K.2.PC.2</b> Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p>	<p>Students will recognize that a sentence is made up of separate words by repeating words in a given sentence, pausing between each word, and using actions or manipulatives to represent words.</p> <p>Students will identify short or long vowels sounds in any position in a spoken one syllable word.</p> <p>Students will blend beginning sound and remaining chunk to create single syllable words (e.g., /b/ + ig).</p> <p>Students will blend 3 to 5 sounds together to create one syllable spoken words.</p> <p>Students will show understanding that print has meaning and is made up of letters in a specific order.</p> <p>Students will interact with environmental print</p>			
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<p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p> <p><b>K.2.PC.4</b> Students will recognize that written words are made up of letters and are separated by spaces.</p> <p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p> <p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p> <p><b>K.2.PWS.1</b> Students will identify all uppercase and lowercase letters.</p>	<p>Students will correctly:</p> <ul style="list-style-type: none"> <li>*Hold book right-side up</li> <li>*Identify book title</li> <li>*Identify title page</li> <li>*Identify front and back covers of books</li> </ul> <p>Students will recognize that letters make up words</p> <p>Students will recognize that spaces separate words.</p> <p>Students will know to track print from left to right, top to bottom, and front to back.</p> <p>Students will know that sentences:</p> <ul style="list-style-type: none"> <li>* Begin with a capital letter</li> <li>* End with a period, question mark, or exclamation mark.</li> </ul> <p>Students will name all upper and lowercase letters.</p> <p>Students will put letters of the alphabet in correct order.</p>			
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<p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p> <p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sound (<i>e.g.</i>, <i>c</i> = /k/, <i>c</i> = /s/, <i>s</i> = /s/, <i>s</i> = /z/, <i>x</i> = /ks/, <i>x</i> = /z/).</p> <p><b>K.2.PWS.4</b> Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (<i>e.g.</i>, VC words = <i>at, in, up</i>; CVC words = <i>pat, hen, lot</i>).</p> <p><b>K.2.F.2</b> Students will read common high-frequency grade-level words by sight (<i>e.g.</i>, <i>not, was, to, have, you, he, is, with, are</i>).</p> <p><b>K.2.R.1</b> Students will retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea.</p>	<p>Students will give most frequently used sounds for each consonant.  Hard and soft sounds for c, g, and s.  Common sounds for x (/ks/, /z/).</p> <p>Students will give short and long sounds for all vowels.</p> <p>Students will produce, then blend sounds to read simple short vowel words.  Vowel Consonant words (VC- <i>in, at, on</i>)  Consonant Vowel Consonant words (CVC- <i>get, mat, sit</i>)</p> <p>Students will quickly recognize and read common grade-level sight word.</p> <p>Students will restate or dramatize a familiar story, putting key details in sequential order.</p> <p>Students will develop the ability to identify the main topic of a text.</p>			
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<p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p> <p><b>K.2.R.3</b> Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.</p> <p><b>K.2.W.1</b> Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.</p> <p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p> <p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p>	<p>Students will recognize the differences in fiction and nonfiction/ informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will use drawing and emergent writing to develop first drafts.</p> <p>Students will begin to correct first drafts by assuring proper spacing is used between letters and words.</p> <p>Students will identify the author and illustrator in a story.</p> <p>Students will explain the role of the author and illustrator in creating the story</p>			
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<p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p> <p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p> <p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support</p> <p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a</p>	<p>Students will describe the characters and setting in a story using key details through read-alouds and classroom discussions.</p> <p>Students will identify and discuss key illustrations in a story.</p> <p>Students will discuss the relationship between the illustrations and the story or text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will identify key details.</p> <p>Students will ask and answer questions about key details.</p> <p>Students will draw, tell, and write using emergent writing to tell a story.</p> <p>Students will draw, tell, and write using emergent writing to share information.</p>			
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<p>story, share information, or express an opinion with guidance and support</p> <p><b>K.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p> <p><b>K.4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p>	<p>Students will draw, tell, or write using emergent writing to express an opinion.</p> <p>Students will begin to learn new vocabulary by using illustrations from text.</p> <p>Students will begin to use key vocabulary to determine the meaning from text.</p> <p>Students will begin to use surrounding text to determine the meaning of new vocabulary</p> <p>Students will begin to identify and apply new meanings of familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort pictures of objects into categories based on common traits. (e.g. things you eat, things you wear.</p> <p>Students will begin to use new vocabulary to produce complete sentences.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.4.W.1</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p> <p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p> <p><b>K.5.R.4</b> Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.</p>	<p>Students will begin to use new vocabulary to expand on complete sentences.</p> <p>Students will choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing).</p> <p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to understand why sentences begin with a capital letter and contain end punctuation.</p> <p>Students will group pictures based on spatial and time relationships</p> <p>Students will demonstrate understanding of spatial and time relationships by movement.</p> <p>Students will capitalize the first letter in their name.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"> <li>● their first name</li> <li>● the pronoun “I.”</li> </ul> <p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p> <p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p>	<p>Students will capitalize the pronoun “I”.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest</p> <p>Students will identify photos</p> <p>Students will identify illustrations.</p> <p>Students will identify titles.</p> <p>Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>Students will choose who can best answer their question. (e.g. friend, teacher or expert)port</p> <p>Students will identify information from provided sources.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p> <p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p> <p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p> <p><b>K.7.W.1</b> Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will recognize common formats of digital text (e.g. book apps, websites, and other formats).</p> <p>Students will learn how ideas and topics are shown in a variety of media and formats. (e.g. oral, written, visual, and digital).</p> <p>Students will communicate using apps, recording devices, digital tools, or print media.</p> <p>Students will use appropriate props, images or illustrations.</p> <p>Students will engage in group reading activities.</p> <p>Students will interact with texts independently.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p> <p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will express thoughts and ideas through drawing and emergent writing.</p>		
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Subject: Kindergarten		Updated: April 2019		
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> Quarter – Estimated Time: 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 3 – 6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support..</p> <p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p>	<p>Students will show they are listening by looking at the speaker.</p> <p>Students will take turns when speaking.</p> <p>Participating in question and answer activities.</p> <p>Asking questions to seek help</p> <p>Asking questions to get information.</p> <p>Asking questions to seek help.</p>	<p>Alphabet            Author            Back cover            Book            Bottom            Consonant            Different            Fairy tale            Follow directions            Front cover            Letter            Listening skill            Lowercase            Name            Picture book</p>	<p>Teacher observation            Questioning : Group and individual            Discussion            Anecdotal Notes            Daily Work            Weekly Assessments            Dibels MOY            Assessments, 2nd 9 weeks assessments</p>	<p>Journeys            Starfall            Pinterest            Teacherspayteachers            Jack Hartman            Wee Writers            Dr. Jean            Getapic.com            ABCya.com            Education.com</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p><b>K.1.R.4</b> Students will follow one and two step directions.</p> <p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>	<p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles).</p> <p>Students will follow one and two-step directions (e.g. oral and visual).</p> <p>Students will take turns and stay on topic.</p> <p>Students will describe familiar people, places, and events</p> <p>Students will describe memorable events.</p> <p>Students will report facts and details about an experience.</p> <p>Students will share fictional stories.</p>	<p>Retell  Rhyme  Same  Sight word  Title  Top  Uppercase  Vowel words</p>		
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p> <p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p> <p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p> <p><b>K.2.PA.3</b> Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (<i>e.g., “the puppy pounces”</i>).</p> <p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words</p>	<p>Students will follow agreed-upon rules of respect to work with others</p> <p>Students will recognize that a sentence is made up of separate words by repeating words in a given sentence, pausing between each word, and using actions or manipulatives to represent words.</p> <p>Students will identify and produce word sets that rhyme.</p> <p>Students will identify words sets that don’t rhyme.</p> <p>Students will isolate initial sounds in spoken words.</p> <p>Students will recognize spoken words that begin with the same sound through alliteration and oddity tasks.</p> <p>Students will identify short or long vowels sounds in any position in a spoken one syllable word.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.PA.7</b> Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= <i>fast</i>).</p> <p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p> <p><b>K.2.PC.4</b> Students will recognize that written words are made up of letters and are separated by spaces.</p> <p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p> <p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p> <p><b>K.2.PWS.1</b> Students will identify all uppercase and lowercase letters.</p>	<p>Students will blend 3 to 5 sounds together to create one syllable spoken words.</p> <p>Students will correctly:          *Hold book right-side up          *Identify book title          *Identify title page          *Identify front and back covers of books</p> <p>Students will recognize that letters make up words</p> <p>Students will recognize that spaces separate words.</p> <p>Students will know to track print from left to right, top to bottom, and front to back.</p> <p>Students will know that sentences:          * Begin with a capital letter          * End with a period, question mark, or exclamation mark.</p> <p>Students will name all upper and lowercase letters.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p> <p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sound (<i>e.g.</i>, <i>c</i> = /k/, <i>c</i> = /s/, <i>s</i> = /s/, <i>s</i> = /z/, <i>x</i> = /ks/, <i>x</i> = /z/).</p> <p><b>K.2.PWS.4</b> Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (<i>e.g.</i>, VC words = <i>at, in, up</i>; CVC words = <i>pat, hen, lot</i>).</p> <p><b>K.2.F.2</b> Students will read common high-frequency grade-level words by sight (<i>e.g.</i>, <i>not, was, to, have, you, he, is, with, are</i>).</p> <p><b>K.2.W.2</b> Students will begin to develop first drafts by sequencing the action or details of stories/texts.</p>	<p>Students will put letters of the alphabet in correct order.</p> <p>Students will give most frequently used sounds for each consonant.  Hard and soft sounds for c, g, and s.  Common sounds for x (/ks/, /z/).</p> <p>Students will give short and long sounds for all vowels.</p> <p>Students will produce, then blend sounds to read simple short vowel words.  Vowel Consonant words (VC- <i>in, at, on</i>)  Consonant Vowel Consonant words (CVC- <i>get, mat, sit</i>)</p> <p>Students will quickly recognize and read common grade-level sight word.</p> <p>Students will put events or details from a text in order to begin creating a first writing draft.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p> <p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p> <p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p> <p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p> <p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what,</p>	<p>Students will begin to correct first drafts by assuring proper spacing is used between letters and words.</p> <p>Students will identify the author and illustrator in a story.</p> <p>Students will explain the role of the author and illustrator in creating the story</p> <p>Students will describe the characters and setting in a story using key details through read-alouds and classroom discussions.</p> <p>Students will identify and discuss key illustrations in a story.</p> <p>Students will discuss the relationship between the illustrations and the story or text.</p> <p>Students will ask and answer when prompted who, what, where, when, why,</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p>where, and when) about texts during shared reading or other text experiences with guidance and support</p> <p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support</p> <p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p> <p><b>K.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p>	<p>and how questions regarding details of a text during read-alouds.</p> <p>Students will identify key details.</p> <p>Students will ask and answer questions about key details.</p> <p>Students will draw, tell, and write using emergent writing to tell a story.</p> <p>Students will draw, tell, and write using emergent writing to share information.</p> <p>Students will draw, tell, or write using emergent writing to express an opinion.</p> <p>Students will learn academic and content-specific vocabulary through read alouds and class discussions</p> <p>Students will connect new vocabulary words to prior knowledge.</p> <p>Students will begin to learn new vocabulary by using illustrations from text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.1</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p>	<p>Students will begin to use key vocabulary to determine the meaning from text.</p> <p>Students will begin to use surrounding text to determine the meaning of new vocabulary</p> <p>Students will begin to identify and apply new meanings of familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort pictures of objects into categories based on common traits. (e.g. things you eat, things you wear.</p> <p>Students will begin to use new vocabulary to produce complete sentences.</p> <p>Students will begin to use new vocabulary to expand on complete sentences.</p> <p>Students will choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing).</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p> <p><b>K.5.R.3</b> Students will recognize words as actions (i.e., verbs).</p> <p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"><li>● their first name</li><li>● the pronoun “I.”</li></ul> <p><b>K.5.W.2</b> Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.</p>	<p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to understand why sentences begin with a capital letter and contain end punctuation.</p> <p>Students will identify the action word in a spoken sentence or a read aloud</p> <p>Students will capitalize the first letter in their name.</p> <p>Students will capitalize the pronoun “I.”</p> <p>Students will begin to write a simple sentence.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p> <p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p>	<p>Students will begin to demonstrate capitalization in their writing.</p> <p>Students will begin to demonstrate end punctuation in their writing.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest</p> <p>Students will identify photos</p> <p>Students will identify illustrations.</p> <p>Students will identify titles.</p> <p>Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>Students will choose who can best answer their question. (e.g. friend, teacher or expert)port</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p> <p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p> <p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p> <p><b>K.7.W.1</b> Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p>Students will identify information from provided sources.</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will recognize common formats of digital text (e.g. book apps, websites, and other formats).</p> <p>Students will learn how ideas and topics are shown in a variety of media and formats. (e.g. oral, written, visual, and digital).</p> <p>Students will communicate using apps, recording devices, digital tools, or print media.</p> <p>Students will use appropriate props, images or illustrations.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>Students will engage in group reading activities.</p> <p>Students will interact with texts independently.</p>			
<p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will express thoughts and ideas through drawing and emergent writing.</p>			

Subject: Kindergarten		Updated: April 2019		
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> Quarter – Estimated Time: 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 4 – 6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support..</p>	<p>Students will show they are listening by looking at the speaker.</p> <p>Students will take turns when speaking.</p>	<p>Alphabet            Author            Back cover            Book            Bottom            Consonant            Different            Fairy tale            Follow directions            Front cover            Letter            Listening skill            Lowercase</p>	<p>Teacher observation            Questioning : Group and individual            Discussion            Anecdotal Notes            Daily Work            Weekly Assessments            Dibels MOY            Assessments 2nd 9 weeks            assessments</p>	<p>Journeys            Starfall            Pinterest            Teacherspayteachers            Jack Hartman            Wee Writers            Dr. Jean            Getapic.com            ABCya.com            Education.com</p>
<p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p>	<p>Participating in question and answer activities.</p> <p>Asking questions to seek help</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p><b>K.1.R.4</b> Students will follow one and two step directions.</p> <p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>	<p>Asking questions to get information.</p> <p>Asking questions to seek help.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles).</p> <p>Students will follow one and two-step directions (e.g. oral and visual).</p> <p>Students will take turns and stay on topic.</p> <p>Students will describe familiar people, places, and events</p> <p>Students will describe memorable events.</p> <p>Students will report facts and details about an experience.</p> <p>Students will share fictional stories.</p>	<p>Name  Picture book  Retell  Rhyme  Same  Sight word  Title  Top  Uppercase  Vowel words</p>		
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p> <p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p> <p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p> <p><b>K.2.PA.3</b> Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (<i>e.g., “the puppy pounces”</i>).</p> <p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words</p>	<p>Students will follow agreed-upon rules of respect to work with others</p> <p>Students will recognize that a sentence is made up of separate words by repeating words in a given sentence, pausing between each word, and using actions or manipulatives to represent words.</p> <p>Students will identify and produce word sets that rhyme.</p> <p>Students will identify words sets that don’t rhyme.</p> <p>Students will isolate initial sounds in spoken words.</p> <p>Students will recognize spoken words that begin with the same sound through alliteration and oddity tasks.</p> <p>Students will identify short or long vowels sounds in any position in a spoken one syllable word.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.PA.7</b> Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= <i>fast</i>).</p> <p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p> <p><b>K.2.PC.4</b> Students will recognize that written words are made up of letters and are separated by spaces.</p> <p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p> <p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p>	<p>Students will blend 3 to 5 sounds together to create one syllable spoken words.</p> <p>Students will correctly:</p> <ul style="list-style-type: none"> <li>*Hold book right-side up</li> <li>*Identify book title</li> <li>*Identify title page</li> <li>*Identify front and back covers of books</li> </ul> <p>Students will recognize that letters make up words</p> <p>Students will recognize that spaces separate words.</p> <p>Students will know to track print from left to right, top to bottom, and front to back.</p> <p>Students will know that sentences:</p> <ul style="list-style-type: none"> <li>* Begin with a capital letter</li> <li>* End with a period, question mark, or exclamation mark.</li> </ul>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.PWS.1</b> Students will identify all uppercase and lowercase letters.</p> <p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p> <p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sound (<i>e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>).</p> <p><b>K.2.PWS.4</b> Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (<i>e.g., VC words = at, in, up; CVC words = pat, hen, lot</i>).</p> <p><b>K.2.F.2</b> Students will read common high-frequency grade-level words by sight (<i>e.g., not, was, to, have, you, he, is, with, are</i>).</p> <p><b>K.2.R.1</b> Students will retell or re-enact major events from a read-aloud with</p>	<p>Students will name all upper and lowercase letters.</p> <p>Students will put letters of the alphabet in correct order.</p> <p>Students will give most frequently used sounds for each consonant.  Hard and soft sounds for c, g, and s.  Common sounds for x (/ks/, /z/).</p> <p>Students will give short and long sounds for all vowels.</p> <p>Students will produce, then blend sounds to read simple short vowel words.  Vowel Consonant words (VC- in, at, on)  Consonant Vowel Consonant words (CVC- get, mat, sit)</p> <p>Students will quickly recognize and read common grade-level sight word.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p>guidance and support to recognize the main idea.</p> <p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p> <p><b>K.2.R.3</b> Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.</p> <p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p> <p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p>	<p>Students will restate or dramatize a familiar story, putting key details in sequential order.</p> <p>Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/ informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will begin to correct first drafts by assuring proper spacing is used between letters and words.</p> <p>Students will identify the author and illustrator in a story.</p> <p>Students will explain the role of the author and illustrator in creating the story</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p> <p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support</p> <p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support</p>	<p>Students will identify and discuss key illustrations in a story.</p> <p>Students will discuss the relationship between the illustrations and the story or text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will identify key details.</p> <p>Students will ask and answer questions about key details.</p> <p>Students will draw, tell, and write using emergent writing to tell a story.</p> <p>Students will draw, tell, and write using emergent writing to share information.</p> <p>Students will draw, tell, or write using emergent writing to express an opinion.</p> <p>Students will learn academic and content-specific vocabulary through read alouds and class discussions</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p> <p><b>K.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p> <p><b>K.4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p>	<p>Students will connect new vocabulary words to prior knowledge.</p> <p>Students will begin to learn new vocabulary by using illustrations from text.</p> <p>Students will begin to use key vocabulary to determine the meaning from text.</p> <p>Students will begin to use surrounding text to determine the meaning of new vocabulary</p> <p>Students will begin to identify and apply new meanings of familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort pictures of objects into categories based on common traits. (e.g. things you eat, things you wear.</p> <p>Students will begin to use new vocabulary to produce complete sentences.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.4.W.1</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p> <p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p> <p><b>K.5.R.2</b> Students will recognize concrete objects as persons, places or things (i.e., nouns).</p>	<p>Students will begin to use new vocabulary to expand on complete sentences.</p> <p>Students will choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing).</p> <p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to understand why sentences begin with a capital letter and contain end punctuation.</p> <p>Students will identify people as concrete objects or nouns.</p> <p>Students will identify places as concrete objects or nouns.</p> <p>Students will identify things as concrete objects or nouns.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.5.R.3</b> Students will recognize words as actions (i.e., verbs).</p> <p><b>K.5.R.4</b> Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.</p> <p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p>	<p>Students will identify the action word in a spoken sentence or a read aloud</p> <p>Students will group pictures based on spatial and time relationships</p> <p>Students will demonstrate understanding of spatial and time relationships by movement.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest</p> <p>Students will identify photos</p> <p>Students will identify illustrations.</p> <p>Students will identify titles.</p> <p>Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>Students will choose who can best answer their question. (e.g. friend, teacher or expert)port</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p> <p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p>	<p>Students will identify information from provided sources.</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will recognize common formats of digital text (e.g. book apps, websites, and other formats).</p> <p>Students will learn how ideas and topics are shown in a variety of media and formats. (e.g. oral, written, visual, and digital).</p> <p>Students will communicate using apps, recording devices, digital tools, or print media.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p> <p><b>K.7.W.1</b> Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p> <p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p> <p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will use appropriate props, images or illustrations.</p> <p>Students will engage in group reading activities.</p> <p>Students will interact with texts independently.</p> <p>Students will express thoughts and ideas through drawing and emergent writing.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

Subject: Kindergarten		Updated April 2019		
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> Quarter – Estimated Time: 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 5 – 6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support..</p> <p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p> <p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p>	<p>Students will show they are listening by looking at the speaker.</p> <p>Students will take turns when speaking.</p> <p>Participating in question and answer activities.</p> <p>Asking questions to seek help</p> <p>Asking questions to get information.</p> <p>Asking questions to seek help.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles).</p>	<p>Alphabet</p> <p>Author</p> <p>Back cover</p> <p>Book</p> <p>Bottom</p> <p>Consonant</p> <p>Different</p> <p>Fairy tale</p> <p>Follow directions</p> <p>Front cover</p> <p>Letter</p> <p>Listening skill</p> <p>Lowercase</p> <p>Name</p> <p>Picture book</p> <p>Retell</p> <p>Rhyme</p> <p>Same</p> <p>Sight word</p> <p>Title</p> <p>Top</p> <p>Uppercase</p> <p>Vowel words</p>	<p>Teacher observation</p> <p>Questioning : Group and individual</p> <p>Discussion</p> <p>Anecdotal Notes</p> <p>Daily Work</p> <p>Weekly Assessments</p> <p>Dibels EOY</p> <p>Assessments 3rd 9 weeks assessments</p>	<p>Journeys</p> <p>Starfall</p> <p>Pinterest</p> <p>Teacherspayteachers</p> <p>Jack Hartman</p> <p>Wee Writers</p> <p>Dr. Jean</p> <p>Getapic.com</p> <p>ABCya.com</p> <p>Education.com</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.1.R.4</b> Students will follow one and two step directions.</p> <p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p> <p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p> <p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p> <p><b>K.2.PA.3</b> Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (<i>e.g., “the puppy pounces”</i>).</p>	<p>Students will follow one and two-step directions (e.g. oral and visual).</p> <p>Students will take turns and stay on topic.</p> <p>Students will describe familiar people, places, and events</p> <p>Students will describe memorable events.</p> <p>Students will report facts and details about an experience.</p> <p>Students will share fictional stories.</p> <p>Students will follow agreed-upon rules of respect to work with others</p> <p>Students will identify and produce word sets that rhyme.</p> <p>Students will identify words sets that don’t rhyme.</p> <p>Students will isolate initial sounds in spoken words.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words</p> <p><b>K.2.PA.7</b> Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast).</p> <p><b>K.2.PA.8</b> Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).</p> <p><b>K.2.PA.9</b> Students will add, delete, and substitute phonemes in one syllable spoken words. (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).</p> <p><b>K.2.PC.2</b> Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p>	<p>Students will recognize spoken words that begin with the same sound through alliteration and oddity tasks.</p> <p>Students will identify short or long vowels sounds in any position in a spoken one syllable word.</p> <p>Students will blend 3 to 5 sounds together to create one syllable spoken words.</p> <p>Students will separate single syllable words isolating each individual sound up to 5 sounds (e.g., “shell” = /sh/ /e/ /l/).</p> <p>Students will manipulate sounds in one syllable spoken words:          *Add sounds (<i>m + op = mop</i>)          *Remove sounds (<i>sit - /s/ = it</i>)          *Change sounds (<i>Change the /t/ in “Tom” to /m/ to make “Mom”</i>).</p> <p>Students will show understanding that print has meaning and is made up of letters in a specific order.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p> <p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p> <p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p> <p><b>K.2.PWS.1</b> Students will identify all uppercase and lowercase letters.</p> <p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p> <p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel</p>	<p>Students will interact with environmental print</p> <p>Students will correctly:            *Hold book right-side up            *Identify book title            *Identify title page            *Identify front and back covers of books</p> <p>Students will know to track print from left to right, top to bottom, and front to back.</p> <p>Students will know that sentences:            * Begin with a capital letter            * End with a period, question mark, or exclamation mark.</p> <p>Students will name all upper and lowercase letters.</p> <p>Students will put letters of the alphabet in correct order.</p> <p>Students will give most frequently used sounds for each consonant.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p>sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p> <p><b>K.2.PWS.4</b> Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).</p> <p><b>K.2.F.2</b> Students will read common high-frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).</p> <p><b>K.2.R.1</b> Students will retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea.</p> <p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p>	<p>Hard and soft sounds for c, g, and s. Common sounds for x (/ks/, /z/).</p> <p>Students will give short and long sounds for all vowels.</p> <p>Students will produce, then blend sounds to read simple short vowel words. Vowel Consonant words (VC- in, at, on)Consonant Vowel Consonant words (CVC- get, mat, sit)</p> <p>Students will quickly recognize and read common grade-level sight word.</p> <p>Students will restate or dramatize a familiar story, putting key details in sequential order.</p> <p>Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/ informational text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.2.R.3</b> Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.</p>	<p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p>			
<p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p>	<p>Students will begin to correct first drafts by assuring proper spacing is used between letters and words.</p>			
<p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p>	<p>Students will identify the author and illustrator in a story.</p> <p>Students will explain the role of the author and illustrator in creating the story</p>			
<p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p>	<p>Students will describe the characters and setting in a story using key details through read-alouds and classroom discussions.</p>			
<p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p>	<p>Students will identify and discuss key illustrations in a story.</p> <p>Students will discuss the relationship between the illustrations and the story or text.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support</p> <p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support</p> <p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p>	<p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will identify key details.</p> <p>Students will ask and answer questions about key details.</p> <p>Students will draw, tell, and write using emergent writing to tell a story.</p> <p>Students will draw, tell, and write using emergent writing to share information.</p> <p>Students will draw, tell, or write using emergent writing to express an opinion.</p> <p>Students will learn academic and content-specific vocabulary through read alouds and class discussions</p> <p>Students will connect new vocabulary words to prior knowledge.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

**K.4.R.2** Students will begin to develop an awareness of context clues through read-alouds and other text experiences.

Students will begin to learn new vocabulary by using illustrations from text.

Students will begin to use key vocabulary to determine the meaning from text.

Students will begin to use surrounding text to determine the meaning of new vocabulary

Students will begin to identify and apply new meanings of familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.

**K.4.R.3** Students will name and sort pictures of objects into categories based on common attributes with guidance and support.

Students will name and sort pictures of objects into categories based on common traits. (e.g. things you eat, things you wear.

**K.4.W.1** Students will name and sort pictures of objects into categories based on common attributes with guidance and support.

Students will begin to use new vocabulary to produce complete sentences.

Students will begin to use new vocabulary to expand on complete sentences.

Students will choose words for a specific purpose during writing tasks.

**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p> <p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p> <p><b>K.5.R.4</b> Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.</p> <p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"> <li>● their first name</li> <li>● the pronoun “I.”</li> </ul>	<p>(drawing, dictating, labeling, and emergent writing).</p> <p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to understand why sentences begin with a capital letter and contain end punctuation.</p> <p>Students will group pictures based on spatial and time relationships</p> <p>Students will demonstrate understanding of spatial and time relationships by movement.</p> <p>Students will capitalize the first letter in their name.</p> <p>Students will capitalize the pronoun “I”.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p> <p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p>	<p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest</p> <p>Students will identify photos</p> <p>Students will identify illustrations.</p> <p>Students will identify titles.</p> <p>Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>Students will choose who can best answer their question. (e.g. friend, teacher or expert)port</p> <p>Students will identify information from provided sources.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p> <p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p> <p><b>K.7.W.1</b> Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will recognize common formats of digital text (e.g. book apps, websites, and other formats).</p> <p>Students will learn how ideas and topics are shown in a variety of media and formats. (e.g. oral, written, visual, and digital).</p> <p>Students will communicate using apps, recording devices, digital tools, or print media.</p> <p>Students will use appropriate props, images or illustrations.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP**  
**Kindergarten ELA**  
**2019-2020**

<p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>Students will engage in group reading activities.</p> <p>Students will interact with texts independently.</p>		
<p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will express thoughts and ideas through drawing and emergent writing.</p>		

Subject: Kindergarten		Updated: April 2019		
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> Quarter – Estimated Time: 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 6 – 6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support..</p>	<p>Students will show they are listening by looking at the speaker.</p> <p>Students will take turns when speaking.</p>	<p>Alphabet            Author            Back cover            Book            Bottom            Consonant            Different            Fairy tale            Follow directions            Front cover            Letter            Listening skill            Lowercase            Name            Picture book            Retell</p>	<p>Teacher observation            Questioning : Group and individual            Discussion            Anecdotal Notes            Daily Work            Weekly Assessments            Dibels EOY            Assessments 4th 9 weeks assessments</p>	<p>Journeys            Starfall            Pinterest            Teacherspayteachers            Jack Hartman            Wee Writers            Dr. Jean            Getapic.com            ABCya.com            Education.com</p>
<p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p>	<p>Participating in question and answer activities.</p> <p>Asking questions to seek help</p> <p>Asking questions to get information.</p> <p>Asking questions to seek help.</p>			

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<p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p><b>K.1.R.4</b> Students will follow one and two step directions.</p> <p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>	<p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles).</p> <p>Students will follow one and two-step directions (e.g. oral and visual).</p> <p>Students will take turns and stay on topic.</p> <p>Students will describe familiar people, places, and events</p> <p>Students will describe memorable events.</p> <p>Students will report facts and details about an experience.</p> <p>Students will share fictional stories.</p>	<p>Rhyme  Same  Sight word  Title  Top  Uppercase  Vowel words</p>		
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<p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p>	<p>Students will follow agreed-upon rules of respect to work with others</p>			
<p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p>	<p>Students will recognize that a sentence is made up of separate words by repeating words in a given sentence, pausing between each word, and using actions or manipulatives to represent words.</p>			
<p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p>	<p>Students will identify and produce word sets that rhyme.</p> <p>Students will identify words sets that don't rhyme.</p>			
<p><b>K.2.PA.3</b> Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (<i>e.g., "the puppy pounces"</i>).</p>	<p>Students will isolate initial sounds in spoken words.</p> <p>Students will recognize spoken words that begin with the same sound through alliteration and oddity tasks.</p>			
<p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words</p>	<p>Students will identify short or long vowels sounds in any position in a spoken one syllable word.</p> <p>Students will participate in syllable manipulation activities:</p>			

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<p><b>K.2.PA.5</b> Students will count, pronounce, blend, segment, and delete syllables in spoken words.</p> <p><b>K.2.PA.9</b> Students will add, delete, and substitute phonemes in one syllable spoken words.  <i>(e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).</i></p> <p><b>K.2.PC.2</b> Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p> <p><b>K.2.PC.4</b> Students will recognize that written words are made up of letters and are separated by spaces.</p> <p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p>	<p>*Counting syllables (<i>pen-cil 2</i>)            *Blending syllables (<i>cray+on=crayon</i>)            *Segmenting syllables (<i>window=win+dow</i>)            *Deleting syllables (<i>carpet-car = pet</i>)</p> <p>Students will manipulate sounds in one syllable spoken words:            *Add sounds (<i>m + op = mop</i>)            *Remove sounds (<i>sit - /s/ = it</i>)            *Change sounds (<i>Change the /t/ in “Tom” to /m/ to make “Mom”</i>).</p> <p>Students will show understanding that print has meaning and is made up of letters in a specific order.</p> <p>Students will interact with environmental print</p> <p>Students will recognize that letters make up words</p> <p>Students will recognize that spaces separate words.</p> <p>Students will know to track print from left to right, top to bottom, and front to back.</p> <p>Students will know that sentences:            * Begin with a capital letter</p>			
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<p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p> <p><b>K.2.PWS.1</b> Students will identify all uppercase and lowercase letters.</p> <p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p> <p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p> <p><b>K.2.F.1</b> Students will read first and last name in print.</p> <p><b>K.2.F.2</b> Students will read common high-frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).</p>	<p>* End with a period, question mark, or exclamation mark.</p> <p>Students will name all upper and lowercase letters.</p> <p>Students will put letters of the alphabet in correct order.</p> <p>Students will give most frequently used sounds for each consonant.  Hard and soft sounds for c, g, and s.  Common sounds for x (/ks/, /z/).</p> <p>Students will give short and long sounds for all vowels.</p> <p>Students will recognize and read first and last name in print.</p> <p>Students will quickly recognize and read common grade-level sight word.</p>			
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<p><b>K.2.R.1</b> Students will retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea.</p> <p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p> <p><b>K.2.R.3</b> Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.</p> <p><b>K.2.W.1</b> Students will begin to develop first drafts by expressing themselves through drawing and emergent writing</p> <p><b>K.2.W.2</b> Students will begin to develop first drafts by sequencing the action or details of stories/texts.</p> <p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p>	<p>Students will restate or dramatize a familiar story, putting key details in sequential order.</p> <p>Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/ informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will use drawing and emergent writing to develop first drafts.</p> <p>Students will put events or details from a text in order to begin creating a first writing draft.</p> <p>Students will begin to correct first drafts by assuring proper spacing is used between letters and words.</p> <p>Students will identify the author and illustrator in a story.</p>			
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<p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p> <p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p> <p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p> <p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support</p>	<p>Students will explain the role of the author and illustrator in creating the story</p> <p>Students will describe the characters and setting in a story using key details through read-alouds and classroom discussions.</p> <p>Students will identify and discuss key illustrations in a story.</p> <p>Students will discuss the relationship between the illustrations and the story or text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will identify key details.</p> <p>Students will ask and answer questions about key details.</p> <p>Students will draw, tell, and write using emergent writing to tell a story.</p>			
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<p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support</p> <p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p> <p><b>K.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p>	<p>Students will draw, tell, and write using emergent writing to share information.</p> <p>Students will draw, tell, or write using emergent writing to express an opinion.</p> <p>Students will learn academic and content-specific vocabulary through read alouds and class discussions</p> <p>Students will connect new vocabulary words to prior knowledge.</p> <p>Students will begin to learn new vocabulary by using illustrations from text.</p> <p>Students will begin to use key vocabulary to determine the meaning from text.</p> <p>Students will begin to use surrounding text to determine the meaning of new vocabulary</p> <p>Students will begin to identify and apply new meanings of familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p>			
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<p><b>K.4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.1</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p> <p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p> <p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p>	<p>Students will name and sort pictures of objects into categories based on common traits. (e.g. things you eat, things you wear).</p> <p>Students will begin to use new vocabulary to produce complete sentences.</p> <p>Students will begin to use new vocabulary to expand on complete sentences.</p> <p>Students will choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing).</p> <p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to understand why sentences begin with a capital letter and contain end punctuation.</p>			
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<p><b>K.5.R.2</b> Students will recognize concrete objects as persons, places or things (i.e., nouns).</p> <p><b>K.5.R.4</b> Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.</p> <p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"><li>● their first name</li><li>● the pronoun “I.”</li></ul>	<p>Students will identify people as concrete objects or nouns.</p> <p>Students will identify places as concrete objects or nouns.</p> <p>Students will identify things as concrete objects or nouns.</p> <p>Students will group pictures based on spatial and time relationships</p> <p>Students will demonstrate understanding of spatial and time relationships by movement.</p> <p>Students will capitalize the first letter in their name.</p> <p>Students will capitalize the pronoun “I”.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest</p>			
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<p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p> <p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p>	<p>Students will identify photos</p> <p>Students will identify illustrations.</p> <p>Students will identify titles.</p> <p>Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>Students will choose who can best answer their question. (e.g. friend, teacher or expert)</p> <p>Students will identify information from provided sources.</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will recognize common formats of digital text (e.g. book apps, websites, and other formats).</p>			
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<p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p> <p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p> <p><b>K.7.W.1</b> Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p> <p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p> <p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will learn how ideas and topics are shown in a variety of media and formats. (e.g. oral, written, visual, and digital).</p> <p>Students will communicate using apps, recording devices, digital tools, or print media.</p> <p>Students will use appropriate props, images or illustrations.</p> <p>Students will engage in group reading activities.</p> <p>Students will interact with texts independently.</p> <p>Students will express thoughts and ideas through drawing and emergent writing.</p>			
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