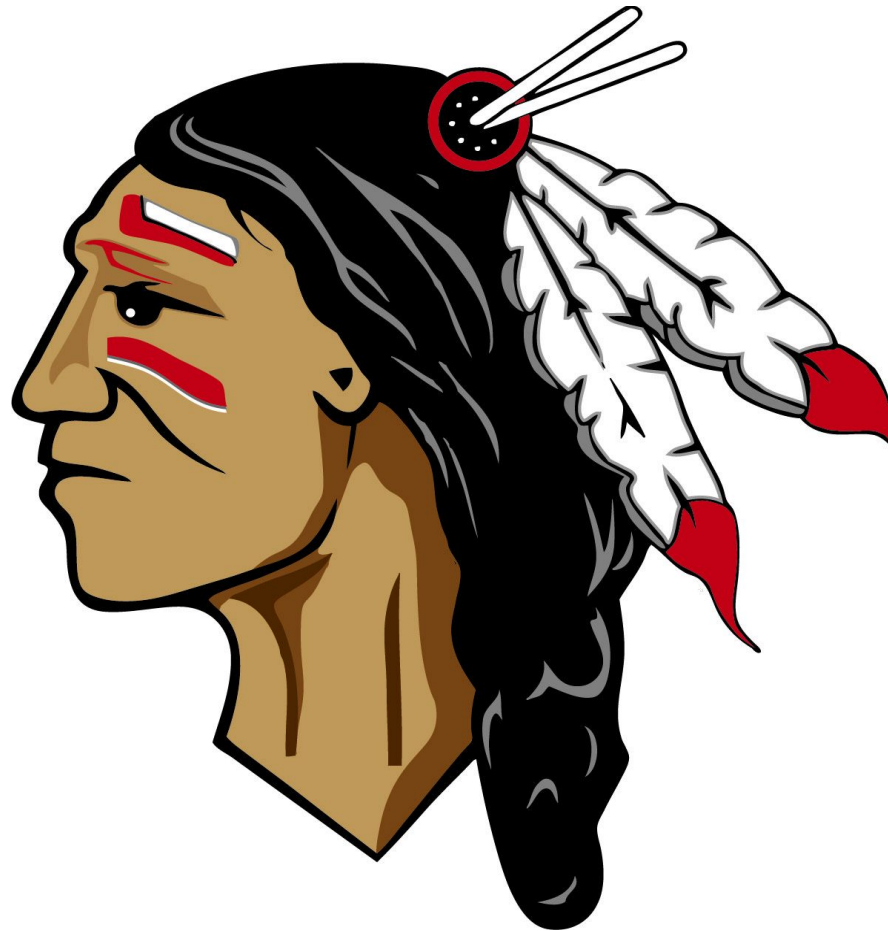


Westside Elementary School

Kindergarten Literacy/Science/Social Studies Map

2018-2019



Quarter 1- Big Ideas/Enduring Understandings

POWER STANDARDS/CONCEPTS:

AR STANDARDS / CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Reading Informational	Reading Literature	Writing	Speaking/Listening	Reading Foundations	Language
R.I. K.1 R.I. K.2 R.I. K.4 R.I. K.7 R.I. K.8	R.L.K.1 R.L.K.2 R.L.K.3 R.L.K.4	W.K.2 W.K.3 W.K.5 W.K.10	SL.K.3 SL.K.4	 RF.K.1  RF.K.2  RF.K.3	L.K.1h L.K.1j L.K.1k  L.K.2

2018-2019 Assessment Calendar

UNITS OF INSTRUCTION (Journeys Curriculum)

<i>Rules/Procedures: Classroom Culture Established (2 Weeks)</i> <i>(August 13-24)</i>	<i>Unit 1-Lessons 1-5</i> <i>(September 10- October 19)</i>
<i>Introduction to Kindergarten (2 Weeks)</i> <i>(August 27-September 7)</i>	

1st Quarter “I Can” statements to master:

Phonemic Awareness/Phonics Lessons of Explicit Instruction: Heggerty’s Lesson 1-8 (repeat lesson 1 for two weeks)

Journeys Writing from Literacy and Language Guide (pgs. 263-271)

Mini-Lessons 1 and 2 (September 10-14)

Mini-Lessons 3 and 4 (September 17-21)

Mini-Lessons 5 and 6 (September 24-28)

Mini-Lessons 7 and 8 (October 1-5)

Mini-Lessons 9 and 10 (October 8-12)

*****use Lucy Calkins as needed***

Common Formative Assessments Given: Journeys Unit 1 --- Benchmark Test Will be given at end of October.

REPORT CARD (Star Early Literacy Diagnostic Report, Dibels LN, and Math CBM Report)

Cross Curricular Science		Cross Curricular Social Studies	
Journeys Lesson/Topic	Arkansas Science Standard	Journeys Lesson/Topic	AR Soc. Studies Standard

Quarter 2- Big Ideas/Enduring Understandings

POWER STANDARDS/CONCEPTS (MUST HAVES--if they leave this quarter having mastered nothing else but these):

AR STANDARDS / CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Reading Informational	Reading Literature	Writing	Speaking/Listening	Reading Foundations	Language
R.I. K.1 R.I. K.2 R.I. K.4 R.I. K.7 R.I. K.8	R.L.K.1 R.L.K.2 R.L.K.3 R.L.K.4	W.K.2 W.K.3 W.K.5 W.K.10	SL.K.3 SL.K.4	 RF.K.1  RF.K.2  RF.K.3	L.K.1h L.K.1j L.K.1k  L.K.2

2018-2019 Assessment Calendar

UNITS OF INSTRUCTION (Journeys Curriculum)

Unit 1 Review- Lesson 5 (by Oct. 19) **put in extra writing lessons from F&P book if time permits		Unit 2 (October 22-Dec. 7) **put in extra writing lessons from F&P book if time permits	
Teacher Choice Lessons for December			
2nd Quarter “I Can” statements to master:			
Phonemic Awareness/Phonics Lessons of Explicit Instruction: Heggerty’s Lesson 9-17			
<i>Journeys Writing from Literacy and Language Guide (pgs. 272-281)</i> Special Writing Project or Review (October 15-19) Mini-Lessons 11 and 12 (October 22-26) Mini-Lessons 13 and 14 (Oct. 29-Nov. 2) Mini-Lessons 15 and 16 (Nov. 5-9) Mini-Lessons 17 and 18 (Nov.12-16) Mini-Lessons 19 and 20 (Nov. 26-30) Special Writing Project or Review (Dec. 3-21) Common Formative Assessments Given: Journeys Unit 2 --- Benchmark Test, DSA Form A <i>REPORT CARD: Star Early Literacy Assessment and Journeys Unit 2 Assessment with:</i> <i>1. Upper/Lower Case Letters and Sounds Taught</i> <i>2. Rhyming portion from Unit 1 Assessment</i>			
Cross Curricular Science		Cross Curricular Social Studies	
Journeys Lesson/Topic	Arkansas Science Standard	Journeys Lesson/Topic	AR Soc. Studies Standard

Quarter 3- Big Ideas/Enduring Understandings

POWER STANDARDS/CONCEPTS :

AR STANDARDS / CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Reading Informational	Reading Literature	Writing	Speaking/Listening	Reading Foundations	Language
R.I. K.1 R.I. K.2 R.I. K.4 R.I. K.7 R.I. K.8	R.L.K.1 R.L.K.2 R.L.K.3 R.L.K.4	W.K.2 W.K.3 W.K.5 W.K.10	SL.K.3 SL.K.4	 RF.K.1  RF.K.2  RF.K.3	L.K.1h L.K.1j L.K.1k  L.K.2

2018-2019 Assessment Calendar

UNITS OF INSTRUCTION (Journeys Curriculum)

Unit 3 (January 8-Feb. 8)

*Lesson 11... add letters “U” and “Q” from Unit 6

Unit 4- Lessons 16-19 (Feb 11-March 8)

*Lesson 16... add the letter “W” from Unit 6

*Lesson 12... add the letter “Y” from Unit 6
 *Lesson 14... add the letter “L” from Unit 6

*Lesson 17... add the letter “Z” from Unit 6

3rd Quarter “I Can” statements to master:

Phonemic Awareness/Phonics Lessons of Explicit Instruction: Heggerty’s Lesson 18-26

Journeys Writing from Literacy and Language Guide (pgs. 282-299)

Mini-Lessons 21 and 22 (Jan. 8-11)

*****use Lucy Calkins as needed***

Mini-Lessons 23 and 24 (Jan. 15-18)

Mini-Lessons 25 and 26 (Jan. 21-25)

Mini-Lessons 27 and 28 (Jan. 28-Feb. 1)

Mini-Lessons 29 and 30 (Feb. 4-7)

Mini-Lessons 31 and 32 (Feb. 11-15)

Mini-Lessons 33 and 34 (Feb. 18-22)

Mini-Lessons 35 and 36 (Feb. 25- Mar. 1)

Mini-Lessons 37 and 38 (March 4-8)

Common Formative Assessments Given: Journeys Unit 3 --- Benchmark Test

REPORT CARD Journeys Unit 3 Assessment with Star Diagnostic and Dibels Report

Cross Curricular Science

Cross Curricular Social Studies

Journeys Lesson/Topic

Arkansas Science Standard

Journeys Lesson/Topic

AR Soc. Studies Standard

Quarter 4- Big Ideas/Enduring Understandings

POWER STANDARDS/CONCEPTS:

AR STANDARDS / CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Reading Informational	Reading Literature	Writing	Speaking/Listening	Reading Foundations	Language
R.I. K.1 R.I. K.2 R.I. K.4 R.I. K.7 R.I. K.8	R.L.K.1 R.L.K.2 R.L.K.3 R.L.K.4	W.K.2 W.K.3 W.K.5 W.K.10	SL.K.3 SL.K.4	 RF.K.1  RF.K.2  RF.K.3	L.K.1h L.K.1j L.K.1k  L.K.2

2018-2019 Assessment Calendar

UNITS OF INSTRUCTION (Journeys Curriculum)

Unit 4- Lesson 20 (March 11-15)

Unit 5- Lessons 21-25 (March 25-April 26)

*Lesson 22... add the letter "J" from Unit 6

*Lesson 24... add the letter "K" from Unit 6

Teacher Choice Lessons for May and End of Year Assessments

4th Quarter "I Can" statements to master:

Phonemic Awareness/Phonics Lessons of Explicit Instruction: Heggerty's Lesson 27-35

Journeys Writing from Literacy and Language Guide (pgs. 300-311)

Mini-Lessons 39 and 40 (March 11-15)

Mini-Lessons 41 and 42 (March 25-29)

Mini-Lessons 43 and 44 (April 1-5)

Mini-Lessons 45 and 46 (April 8-12)

Mini-Lessons 47 and 48 (April 15-18)

Mini-Lessons 49 and 50 (April 22-26) Special Writing Project or Review (April 29-May 23)			
Common Formative Assessments Given: Journeys Unit 5 --- Benchmark Test (ONLINE), DSA Form <i>REPORT CARD Unit 5 Journeys Assessment + with Star Early Literacy and Dibels Reports</i>			
Cross Curricular Science		Cross Curricular Social Studies	
Journeys Lesson/Topic	Arkansas Science Standard	Journeys Lesson/Topic	AR Soc. Studies Standard

⇅⇅⇅ **DECONSTRUCTED STANDARDS and PACING GUIDE** ⇅⇅⇅

KINDERGARTEN

<u>Arkansas Standards</u> The standards are hyperlinked here. There are lots of “teacher notes” and resources embedded in the standards that are helpful.	“I Can” Statements What should students be able to do to demonstrate mastery of the standard?
Reading Standards for Literature	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	I can identify key details in a text. I can ask questions about a text. I can answer questions about a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.	I can retell a familiar story. I can tell some important details about a story.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story	I can tell what a character is. I can identify characters in a story. I can tell what a setting is. I can identify the setting of a story. I can identify what makes a major event. I can identify major events in a story.
RL.K.4 Ask and answer questions about unknown words in a text.	I can ask questions about words I don’t know in a text. I can answer questions about words I don’t know in a text.
RL.K.5 Recognize common types of text (e.g., storybooks, poems).	I can recognize a storybook I can recognize a poem. I can recognize a nursery rhyme.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	I can tell the job of the author of a book. I can tell the job of the illustrator of a book. I can identify the author and illustrator of a book.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	I can use illustrations in a story to tell what's happening in a story.
RL.K.9 With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.	I can compare or tell how characters in a story are alike using their adventures and experiences. I can contrast or tell how characters in a story are different using their adventures and experiences
RL.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	I can be engaged in reading activities. I can describe why we are doing a reading activity. I can explain what I've learned from a reading activity.
Reading Standards for Informational Text	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	I can ask questions about key details in an informational text. I can answer questions about key details in an informational text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	I can identify the main topic of a text. (e.g., what the text is mainly about)
RI.K.3 With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).	I can describe the connection between topics. I can describe what two things have in common.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	I can ask questions about words I don't know in a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.	I can identify the front cover of a book. I can identify the back cover of a book. I can identify the title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can name the author of a book. I can tell the job of an author. I can name the illustrator of a book. I can tell the job of an illustrator.
RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	I can tell how pictures and words go together in a text. I can use the pictures as clues to understand information in text.
RI.K.8 With prompting and support, identify the details an author gives to support points in a text.	I can identify the details an author gives to show what he is talking about in a book.
RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	I can identify things that are similar in two different books. I can identify things that are different in two different books.
RI.K.10 Actively engage in teacher-led reading activities with purpose and understanding	I can be engaged in reading activities. I can describe why we are doing a reading activity. I can explain what I've learned from a reading activity.
Reading Standards: Foundational Skills- Print Concepts	
 RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print. I can identify that print is organized in certain ways.
RF.K.1.A Follow words from left to right, top to bottom, and page by page.	I can follow words from left to right in print. I can follow words from top to bottom in print. I can follow words page by page in print.
RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	I can recognize that spoken words can be written by putting sounds and letters together. I can understand words have meanings.
RF.K.1.C Understand that words are separated by spaces in print.	I can understand that words are separated by spaces in print.

RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	I can recognize and name all upper-case letters of the alphabet. I can recognize and name all lowercase letters of the alphabet.
Reading Standards: Foundational Skills Phonological Awareness	
 RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I can demonstrate the use of spoken words. I can sort words by syllables. I can produce sounds in words.
RF.K.2.A Recognize and produce rhyming words orally.	I can recognize rhyming words. I can produce rhyming words orally.
RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	I can pronounce syllables in words. I can blend syllables in words. I can segment syllables in words.
RF.K.2.C Blend and segment onsets and rimes of one-syllable spoken words.	I can blend onsets and rimes in one-syllable words. I can segment onsets and rimes in one-syllable words.
RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	I can isolate the beginning sounds in CVC words. I can pronounce the beginning sounds in CVC words. I can isolate the vowel sound in CVC words. I can pronounce the vowel sound in CVC words. I can isolate the final sounds in CVC words. I can pronounce the final sounds in CVC words.
RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can change the individual sounds in words to make new one-syllable words.
RF.K.2.F <i>This standard begins in Grade 1.</i> Add or substitute individual sounds (phonemes).	
RF.K.2.G <i>This standard begins in Grade 1.</i> Delete individual initial and final sounds.	
Reading Standards: Foundational Skills Phonics and Word Recognition	

 RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	I can apply phonics and word analysis skills in decoding words.
RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	I can produce the most frequently used sound for each consonant I can identify individual letters and their sounds.
RF.K.3.B Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).	I can identify words that are open syllable words. I can identify words that are closed syllable words. I can associate long and short sounds with the five major vowels using open and closed syllable types.
RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	I can read common high-frequency words by sight.
RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	I can tell the difference between words that are similar by identifying the sounds of the letters. (e.g., fat, hat, rat; cup, cop; him, hip, hit).
RF.K.3.E Decode CVC words.	I can decode CVC words.
RF.K.3.F Decode one-syllable words (open and closed).	I can decode open one-syllable words. I can decode closed one-syllable words.
Reading Standards: Foundational Skills Fluency	
RF.K.4 Read grade-appropriate texts with purpose and understanding.	I can read grade-appropriate texts.
Writing Standards	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	I can draw pictures to show a reader the topic of a book I am writing about. I can tell my opinion about a book or topic. I can write my opinion about a book or topic.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	I can draw a picture to give information about a topic. I can tell someone what to write about on a particular topic. I can write to tell someone about a particular topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	I can draw something that has happened or will happen. I can tell about something that has happened or will happen. I can write a reaction about something that has happened or will happen.
W.K.5 With prompting and support, respond to questions and add details to strengthen writing as needed.	I can respond to questions to make my writing better.. I can add details to make my writing better.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	I can explore different kinds of digital tools to use when writing. I can use a variety of tools to produce some writing.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	I can work with others to gather information about a topic. I can use shared information to write about a topic.
W.K.8 With prompting and support, recall information from experiences or gather information from provided sources to answer a question.	I can gather information from various sources to answer questions. I can tell about experiences to help in answering questions.
W.K.10 With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	I can write everyday in writer's workshop with help from my teacher.
Speaking and Listening Standards	
 SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	I can talk to my friends about topics we are learning about. I can talk to adults about topics we are learning about.
SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about	I can take turns talking to others when talking about a topic. I can take turns talking to others when talking about a text.

the topics and texts under discussion)	I can take turns listening to others when discussing a topic. I can take turns listening to others when discussing a text.
SL.K.1.B Continue a conversation through multiple exchanges.	I can continue a conversation with other people.
SL.K.2 With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	I can ask questions about a topic to show I understand what the topic is about. I can answer questions about a topic to show I understand what a topic is about.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I can ask questions to get help when I don't understand what is being read. I can answer questions to get help when I don't understand what is being read.
SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.	I can tell and describe about familiar people. I can tell and describe about different places. I can tell and describe about different things. I can tell and describe about different events.
SL.K.5 Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.	I can draw and describe familiar people. I can draw and describe familiar places. I can draw and describe familiar things. I can draw and describe familiar events.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	I can tell my thoughts where others can hear. I can tell my thoughts where others can understand. I can tell others how I feel. I can tell others ideas I have about a topic.
Language Standards	
 L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	I can speak using correct grammar as modeled by the teacher. I can write using correct grammar as modeled by the teacher.

speaking as appropriate for Kindergarten.	
L.K.1.B Use frequently occurring nouns. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	I can use nouns that occur often. I can add /s/ or /es/ to words. (e.g., dog, dogs; wish, wishes).
L.K.1.C Use frequently occurring verbs.	I can use verbs that occur often.
L.K.1E Use adjectives.	I can use an adjective.
L.K.1.G Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	I can use prepositions that occur often. (e.g., to, from, in, out, on, off, for, of, by with).
L.K.1.H Independently produce and expand complete sentences in shared language activities. • With prompting and support, use spaces to separate words in a sentence.	I can produce a complete sentence. I can make a complete sentence longer. I can use spaces to separate words in a sentence.
L.K.1.J Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).	I can understand question words. I can use question words. (e.g., who, what, when, where, why, how).
L.K.1.K Print all upper- and lowercase letters legibly. (legible= teacher is able to read or decipher)	I can print all upper-case letters legibly. I can print all lowercase letters legibly.
 L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.	I can write using standard English.
L.K.2.A Capitalize the first word in a sentence and the pronoun I.	I can capitalize the first word in a sentence I can capitalize the pronoun I.
L.K.2.B Recognize and name end punctuation.	I can recognize end punctuation. I can name end punctuation.
L.K.2.D Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell consonant-vowel-consonant (CVC) words correctly. •	I can write a letter or letters for most consonant sounds. I can write a letter or letters for most short-vowel sounds. . I can spell CVC words correctly.

Spell words phonetically, drawing on knowledge of sound-letter relationships.	I can spell words phonetically.
 L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	I can understand that some words can have more than one meaning.
L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	I can identify and use new meanings for words that I already know.
L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	I can use word parts as a clue to the meaning of an unknown word.
 L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	I can use word study to understand word meanings.
L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	I can sort common objects into categories. I can use my sorts to explain what the categories represent.
L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	I can identify opposites. I can identify a verb shows action. I can identify an adjective describes something. I can tell why a word is a verb. I can tell why a word is an adjective. I can identify the opposite of a given verb. I can identify the opposite of a given adjective.
L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can identify real-life connections between words.
L.K.5.D Distinguish shades of meaning among verbs	I can show the action of verbs by acting out the meaning.

describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
L.K.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	I can use words that I heard in books. I can use words that I heard in conversations.