



| RPS Developmental Kindergarten Grade ELA Curriculum Map Overview | | | | | | | |
|--|--|--|--|--|--|--|---|
| | September/October | November | December | January | February | March | April/May |
| Units of Study for <ul style="list-style-type: none"> Reading Foundational Skills Reading Literature Reading Informational Text Speaking and Listening Language | Unit 1: Who Am I? <i>Fill a Bucket: A Guide to Daily Happiness For The Young Child</i> <i>How Full Is Your Bucket? Chrysanthemum</i> <i>Chicka Chicka Boom Boom</i> <i>No David!</i> <i>We're Going on a Leaf Hunt</i> <i>Red Leaf, Yellow Leaf</i> | Unit 2: Thankful Hearts <i>books</i> | Unit 3: My Family Holiday Traditions and Other Holiday Traditions <i>Books</i> | Unit 4: Snow, Snowballs, Snow People, and Snow Animals! <i>books</i> | Unit 5: Fill a Bucket with Acts of Kindness <i>Duck for President</i> <i>Clifford for President</i> <i>Let's Read About George Washington</i> <i>Let's Read About Abraham Lincoln</i> <i>President's Day</i> <i>Whoever You Are</i> <i>Shades of People</i> <i>Slugs in Love</i> <i>The Biggest Valentine Ever</i> <i>Friends</i> <i>Who will Be My Valentine This Year?</i> <i>The Post Office Book</i> <i>A Day with Mail Carriers</i> | Unit 6: Author Spotlights <i>books</i> | Unit 7: Growing in Spring <i>books</i> |
| Literacy Assessments <ul style="list-style-type: none"> Expanding Expression Tool Assessment RPS Phonological Awareness Assessment MLPP Letter ID MLPP Sound Production Literacy Beginnings Assessments? | (Beg Year) <ul style="list-style-type: none"> Expanding Expression Tool Assessment MLPP Letter ID Upper case | <ul style="list-style-type: none"> Rockford Phonological Awareness Assessment Rhyme Production | | | (Mid Year) <ul style="list-style-type: none"> Rockford Phonological Awareness Assess't Rhyme Production MLPP Letter ID Upper case MLPP Sound Production | | (End Year) <ul style="list-style-type: none"> Expanding Expression Tool Assessment Rockford Phonological Awareness Assess't Rhyme Production MLPP Letter ID Upper case MLPP Sound Production |
| Writing Curriculum: MAISA Writing Units | Oral Language: Building a Talking Community | Oral Language: Building a Talking Community | Label and List in a Content Area | Label and List in a Content Area | Label and List in a Content Area | Launching the Writing Workshop | Launching the Writing Workshop |
| Writing District Assessments | Body Drawing Name writing | | | | Body Drawing Name Writing | | Body Drawing/Labeling Name Writing |

Rockford Public Schools Curriculum Map

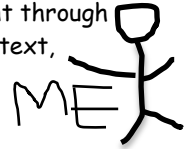
Content Area: English Language Arts

Grade: Developmental Kindergarten

SEPTEMBER/OCTOBER - Unit 1: Who Am I?

Unit Overview:

The beginning of developmental kindergarten is an important time to adjust from home routines to school routines. Students will practice procedures and routines that will build active involvement in the process of learning. This unit focuses on students creating a classroom social contract to establish a safe, learning environment. Students will develop oral language skills and learn to manage themselves during transitions, whole group activities, small group activities, and purposeful play. Many activities will revolve around the theme of 'names' to build phonological awareness, alphabetic principal, and develop social skills through activities such as playing name games, creating name books, graphing activities, writing names, and other kinesthetic, auditory and visual name practice. A major content theme of these weeks will be fall changes. These fall activities will provide opportunities for fine motor development through crafts, large motor development through nature walks/poetry movements, cognitive development through counting and shapes, and literacy development through read alouds and shared reading. _October will culminate with a 'leaf hunt' nature walk using the mentor text, *We're going on a Leaf Hunt* by Steve Metzger as a springboard. Students will collect leaves, sort, graph, etc.



Essential Question: How do I fit into a classroom community?

| Reading Component/ Key Ideas | | Student Objectives | Focus Standards (Standard Code) | Instruction/ Sample Activities | | Resources/ Suggested Works | Assessment |
|---|--|---|------------------------------------|---|--|---|---|
| What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component) | | What do students have to be able to do? (Common Core Student Objective Language) Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | | What activities are used to develop the skills and knowledge? (Units of Study) | | What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources) | What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts) |
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | Resources/ Suggested Works | Assessment |
| Reading Foundational Skills | Left Right Top Bottom Page | Print Concepts RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page | RF.K.1 (a) | Read Aloud Shared Reading | Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | MLPP Concepts of Print |
| | Rhyme | Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a. recognize and produce rhyming words | RF.2 (a) | Read Aloud Shared Reading Poetry CLOZE procedure Name Work Literacy Centers Rhyme: Pictures sorts, puzzles | Small groups Conferring Literacy Centers | | Rockford Phonological Awareness Assessment Observation Notes Anecdotal Records <i>Literacy Beginnings: A Prekindergarten Handbook:</i> 'Assessment of Literacy Learning' tab |

| | | | | | | | |
|---|--|---|---|--|------------------------------------|--|--|
| <p style="text-align: center;">Reading Literature and Reading Informational Text</p> | <p>Front cover Back cover Title page</p> <p>Community Library Read to self (Book Look) Just right books (Good fit books) Read the pictures (Picture walk) Read the words Stamina</p> | <p>Craft and Structure RL.K.5 / RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>Text Complexity RL.K.10 / RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> | <p>RL.K.5; RI.K.5</p> <p>RL.K.10; RI.K.10</p> | <p>Themes: Community Social Contract Names Fall: leaves ----- Read aloud Shared reading Mini-lesson Read to self Listening center</p> | <p>Small groups Conferring</p> | <p><i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser)</p> <p>DK Classroom Library Mentor Text: <i>Fill a Bucket: A Guide to Daily Happiness For The Young Child</i> <i>How Full Is Your Bucket?</i> <i>Chrysanthemum</i> <i>Chicka Chicka Boom Boom</i> <i>No David!</i> <i>We're Going on a Leaf Hunt</i> <i>Red Leaf, Yellow Leaf</i></p> | <p>Conferring Notebook: Observation Notes</p> |
| <p style="text-align: center;">Speaking And Listening</p> | <p>Turn and talk Listen</p> <p>Social contract</p> | <p>Comprehension and Collaboration SL.K.1 Participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics</i> and <i>texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for expectations</p> | <p>SL.K.1 (a)</p> | <p>Good Things Social Contract Picture Walks Turn and Talk</p> | <p>Small Groups</p> | <p>G.O.L.D. Binder DK Classroom Library</p> | <p>Observation</p> |
| <p style="text-align: center;">Writing and Language</p> | <p>Who What Where When Why How</p> | <p>L.K.1 Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (e.g. who, what, where, when, why, how).</p> | <p>L.K.1 (d)</p> | <p>Unit: Oral Language: Building a Talking Community</p> <p>Morning message Good things Show and share Read aloud Turn and talk</p> | <p>Small groups Conferring</p> | <p>MAISA Writing Unit 1: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View</p> <p><i>Wee Can Write</i> McMahon & Warwick</p> <p><i>Literacy Beginnings: A Prekindergarten Handbook</i></p> <p><i>Comprehensive Literacy Resources for Preschool Teachers</i></p> <p>Writing folders/student journals</p> | <p>Pre Assessment: Body Drawing Name Writing</p> <p>Conferring Notes</p> |

Rockford Public Schools Curriculum Map

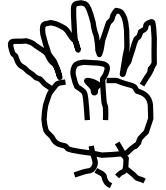
Content Area: English Language Arts

Grade: Developmental Kindergarten

November - Unit 2: Thankful Hearts

Unit Overview:

Students will explore the holiday of Thanksgiving and the theme of thankfulness. They will be introduced to the history of the first Thanksgiving with the Pilgrims and the Native Americans. Students will brainstorm something they are thankful for and write them on turkey feathers to create a class "Thankful Turkey." They will also participate in a variety of art projects and activities from this time period (noodle necklaces, painting native American symbols on teepees, corn counting, Mayflower ships, turkeys, etc.). This unit will culminate with the students dressing like pilgrims or Native Americans and meeting the grade level to celebrate a friendship feast: using manners, sharing food, and participating in a shared performance of a Thanksgiving poem.



Essential Question: What am I thankful for in my life?

| Reading Component/ Key Ideas | | Student Objectives | Focus Standards (Standard Code) | Instruction/ Sample Activities | | Resources/ Suggested Works | Assessment |
|--|---|---|--|--|----------------------------|---|---|
| What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i> | | What do students have to be able to do? <i>(Common Core Student Objective Language)</i> Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | | What activities are used to develop the skills and knowledge? <i>(Units of Study)</i> | | What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i> | What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i> |
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | | |
| Reading Foundational Skills | Letters Words | Print Concepts RF.K.1 Demonstrate understanding of the organizational and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters. | RF.K.1 (b) | Morning message Literacy centers Environmental print Name work | Literacy centers | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas&Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | Observations MLPP Letter ID (upper case) <i>Literacy Beginnings: A Prekindergarten Handbook: 'Assessment of Literacy Learning'</i> tab |
| Reading Literature and Reading Informational Text | Question Answer Author Text Illustrator Illustrations Fiction Nonfiction Story | Key Ideas and Details RL.K.1 / RI.K.1 With prompting and support, ask and answer questions about key details in a text. Craft and Structure 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. RI.K.6 Name the author and illustrator of a text and define the role of each in | RL.K.1 RI.K.1 RL.K.6 RI.K.6 | Themes: Thanksgiving Thankfulness Manners ----- Read aloud Shared reading Mini-lesson Turn and talk Read to self | Small groups Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Growing Readers</i> (Collins) <i>The Daily 5</i> | Conferring Observations |

| | | | | | | | |
|-------------------------------|------------------------|---|-------------------------------|--|---|---|--|
| | | <p>presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas RL.K.7 / RI.K.7 With prompting and support, describe the relationship between illustrations and the story/text in which they appear (e.g., (F) what moment in a story and illustration depicts; what person, place, thing, or (NF) idea in the text and illustration depicts).</p> | <p>RL.K.7 RI.K.7</p> | Listening center | | <p>(Boushey and Moser)</p> <p>DK Classroom Library Mentor Text:</p> | |
| Speaking and Listening | Ask Answer Speak | <p>Comprehension and Collaboration SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> | | <p>Mini-lessons Model language Turn and talk</p> | Small groups Conferring | G.O.L.D. Binder (RPS) | Observations |
| Writing and Language | Sort Category | <p>Text Types and Purposes W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Vocabulary Acquisition and Use L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects in categories (shapes, foods, etc) to gain a sense of the concepts the categories represent.</p> | <p>W.K.8</p> <p>L.K.5 (a)</p> | <p>Unit: Oral Language: Building a Talking Community</p> <p>Mini-lesson Interactive Writing Independent Writing</p> <p>Concept Sorts</p> | Small group Conferring Writing center | <p>MAISA Writing Unit 1: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View</p> <p><i>Wee Can Write</i> McMahon & Warwick</p> <p><i>Literacy Beginnings: A Prekindergarten Handbook</i></p> <p><i>Comprehensive Literacy Resources for Preschool Teachers</i></p> <p>Florida Center for Reading Research: www.fcrr.org</p> <p><i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton)</p> | <p>Conferring Notes</p> <p>Observations</p> <p>Anecdotal records</p> |

Rockford Public Schools Curriculum Map

Content Area: English Language Arts

Grade: Developmental Kindergarten

DECEMBER - Unit 3: My Favorite Holiday Traditions and Other Holiday Symbols

Unit Overview:

Students will explore family holiday traditions that they celebrate within their own homes; share orally with their classmates. They engage in activities around holiday symbols such as reindeer, gingerbread men, elves, Christmas trees, Santa Claus, etc. Class books with predictable text will be created around these themes. Students will work collaboratively as a class to create a wall story around holiday symbols followed by each individual student making his/her own book to take home. Children will make lists such as wish lists, people they will see over the holidays, things to do over the holiday break, etc. Students will participate in the retelling of a gingerbread story to their classmates. This unit will culminate with a grade level tradition of reading the Polar Express and then acting out the train ride with pajamas, hot chocolate, popcorn, punched tickets, train conductors, bells, etc. The students will embrace this 'grade level' holiday tradition as they review different holiday symbols.

Essential Question: What are my family holiday traditions and what symbols represent these traditions?

| Reading Component/ Key Ideas | | Student Objectives | Focus Standards (Standard Code) | Instruction/ Sample Activities | | Resources/ Suggested Works | Assessment |
|--|--|--|------------------------------------|--|----------------------------|---|---|
| What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i> | | What do students have to be able to do? <i>(Common Core Student Objective Language)</i> Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | | What activities are used to develop the skills and knowledge? <i>(Units of Study)</i> | | What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i> | What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i> |
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | | |
| Reading Foundational Skills | Alphabet Upper case (capital) Lower case | Print Concepts RF.K.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper and lower case letters of the alphabet. | RF.K.1 (d) | Morning message Environmental print Name work Literacy centers | Literacy centers | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas&Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | Observations <i>Literacy Beginnings: A Prekindergarten Handbook: 'Assessment of Literacy Learning' tab</i> |
| Reading Literature and Reading Informational | Retell Detail | Key Ideas and Details RL.K.2 With prompting and support, retell familiar stories, including key details. Craft and Structure RL.K.4 | RL.K.2 RL.K.4 | Themes: Holiday Traditions Holiday Symbols Gingerbread People ----- Read aloud | Small groups Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> | Observations Conferring Notes |

| | | | | | | | |
|-------------------------------|--|--|---|---|---|---|--|
| Text | | With Prompting and support, ask and answer questions about key details in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. | RI.K.4 | Shared reading Mini-lesson Turn and talk Read to self Listening center | | (Trehearne) <i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) DK Classroom Library Mentor Text: | |
| Speaking and Listening | Conversation | Comprehension and Collaboration SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges. | SL.K.1 | Mini-lesson Model language Turn and talk | Small groups Conferring | G.O.L.D. Binder (RPS) | Observations |
| Writing and Language | Topic Information Writing Drawing | Conventions of standard English L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. Vocabulary Acquisition and Use L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning. c. identify real-life connections between words and their use Types and Purposes W.K.2 Use a combination of drawing, dictation, and writing to compose information about the topic. | L.K.1 (b) L.K.5 (c) W.K.2 | Unit: Label and List in a Content Area Mini-lesson Interactive Writing Independent Writing | Small group Conferring Writing center Shared Writing/ Sharing the Pen Cut-up sentences | MAISA Writing Unit 3: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View <i>Wee Can Write</i> McMahon & Warwick <i>Literacy Beginnings: A Prekindergarten Handbook</i> <i>Comprehensive Literacy Resources for Preschool Teachers</i> | Observations Writing Journals/Notebooks |

Rockford Public Schools Curriculum Map

Content Area: English Language Arts

Grade: Developmental Kindergarten

JANUARY - Unit 4: Snow, Snowballs, Snow People, and Snow Animals!

Unit Overview:

Students will explore snow in various forms. They will learn about the different forms: water, snow, ice by doing experiments and reading non-fiction books. They will explore forms of snow such as snowballs, snow people, snow forts, etc. by reading fiction books about snow, playing outside, and other classroom activities. Students will learn how and where animals, such as penguins and polar bears, live in the snowy conditions. Provided a snowy climate, students in small groups will collaborate to create a snow structure and then write about it. (Alternatives: milk jug structure, white paper structure, etc.)



Essential Question: How does snow affect people and animals?

| Reading Component/ Key Ideas | | Student Objectives | Focus Standards (Standard Code) | Instruction/ Sample Activities | | Resources/ Suggested Works | Assessment |
|---|---------------------------|---|------------------------------------|--|---|--|---|
| What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component) | | What do students have to be able to do? (Common Core Student Objective Language) Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | | What activities are used to develop the skills and knowledge? (Units of Study) | | What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources) | What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts) |
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | | |
| Reading Foundational Skills | Syllables | Phonological Awareness RF.K.4 Count, pronounce, blend, and segment syllables in spoken words | RF.K.4 | Morning message Literacy centers Environmental print Name work Alphabet books Picture sorts Alphabet song Alphabet charts | Literacy centers Alphabet tubs Letter/Picture Puzzles Picture Sorts | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas&Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | Observation Anecdotal records MLPP Letter ID <i>Literacy Beginnings: A Prekindergarten Handbook:</i> 'Assessment of Literacy Learning' tab |
| | Consonant Letter sound | Phonics and Word Recognition RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding text. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | RF.K.3 (a) | | | | |
| Reading Literature and Reading Information Text | Main topic Key details | Key Ideas and Details RI.K.2 With prompting and support, identify the main topic and retell key details of a text. | RI.K.2 | Themes: Winter Snow Polar Animals ----- Read aloud Shared reading Mini-lesson | Small groups Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Growing Readers</i> | Observation Conferring Notes |

| | | | | | | | |
|-------------------------------|---|---|-------------------------------|--|---|---|---------------------------------|
| | | | | Graphic organizer Turn and talk Read to self | | (Collins) <i>The Daily 5</i> (Boushey and Moser) DK Classroom Library Mentor Text: | |
| Speaking and Listening | | Comprehension and Collaboration SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. | SL.K.5 | Mini-lesson | Small groups | G.O.L.D. Binder (RPS) | Observation Conferring Notes |
| Writing and Language | Print Sentence Book spelling Sound spelling | Conventions of Standard English L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper and lower case letters. f. Produce and expand complete sentences in shared language activities L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | L.K.1. (a,f) L.K.2 (d) | Unit: Label and List in a Content Area Mini-lesson Dictated writing Interactive Writing Independent Writing Word Walls -sight words -names -thematic <i>Morning Message</i> | Small group Conferring Literacy centers Writing center Shared Writing/ Sharing the Pen Cut-up sentences | MAISA Writing Unit 3: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View <i>Wee Can Write</i> McMahon & Warwick <i>Literacy Beginnings: A Prekindergarten Handbook</i> <i>Comprehensive Literacy Resources for Preschool Teachers</i> | Observation Conferring Notes |

Rockford Public Schools Curriculum Map

Content Area: English Language Arts

Grade: Developmental Kindergarten

FEBRUARY - Unit 5: Fill a Bucket with Acts of Kindness

Unit Overview:

Students will use sight words and letter/sounds recognition skills to write/draw simple notes of kindness to friends and “fill each other’s buckets”. Students will deliver letters to friends at school. Students will learn about George Washington and Abraham Lincoln and the love they had for our country. In a shared writing experience the class will write a letter to the president to “fill his bucket”.



Essential Question: How do character traits such as kindness and caring develop the communities to which we belong?

| Reading Component/ Key Ideas | | Student Objectives What do students have to be able to do? <i>(Common Core Student Objective Language)</i> Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | Focus Standards <i>(Standard Code)</i> | Instruction/ Sample Activities What activities are used to develop the skills and knowledge? <i>(Units of Study)</i> | | Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i> | Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i> |
|---|---|--|---|---|---|---|---|
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | | |
| Reading Foundational Skills | Spaces | Print Concepts RK.1 Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. blend and segment onsets and rimes of single-syllable spoken words. | RK.1 (c) RF.K.2 (c) | Morning message Literacy centers Cut-up sentences Picture Sorts (initial sounds) | Literacy centers Writing center Picture sorts (initial sorts) | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas&Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | Observation Rockford Phonological Awareness Assessment <i>Literacy Beginnings: A Prekindergarten Handbook: 'Assessment of Literacy Learning' tab</i> |
| | First sound Blend | | | Themes: Kindness/Friendship Presidents ----- Read aloud Shared reading Mini-lesson Graphic organizer Turn and talk Read to self | Small groups Conferring | | |
| Reading Literature and Informational Text | Character Setting Events Connections | Key Ideas and Details RL.K.3 With prompting and support, identify characters, settings, and major events in a story RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | RL.K.3 RI.K.3 | Read aloud Shared reading Mini-lesson Graphic organizer Turn and talk Read to self | Small groups Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Growing Readers</i> | Observation Conferring Notes |

| | | | | | | | |
|-------------------------------|--------------|--|---|---|---|--|-------------------------------------|
| | | | | | | (Collins) <i>The Daily 5</i> (Boushey and Moser) DK Classroom Library Mentor Text: | |
| Speaking and Listening | Clarify | Comprehension and Collaboration SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | SL.K.2 | Mini-lesson Model language Turn and talk | Small group | G.O.L.D. Binder (RPS) | Observation Anecdotal Records |
| Writing and Language | Word meaning | Conventions of Standard English L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. form regular plural nouns orally by adding /s/ or /es/ (dog/dogs, wish/wishes). Vocabulary Acquisition and Use L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmental kindergarten reading and content. a. identify new meanings for familiar words and apply them accurately. (e.g. the animal <i>duck / duck</i> under something) Production and Distribution of Writing W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | L.K.1 L.K.4 W.K.5 | Unit: Label and List in a Content Area Mini-lesson Dictated writing Interactive Writing Independent Writing Model sentence structure orally and in writing. Read to Someone | Small group Conferring Writing center Shared Writing/ Sharing the Pen | MAISA Writing Unit 3: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View <i>Wee Can Write</i> McMahon & Warwick <i>Literacy Beginnings: A Prekindergarten Handbook</i> <i>Comprehensive Literacy Resources for Preschool Teachers</i> <i>Amelia Bedelia</i> books | Observation Conferring Notes |

Rockford Public Schools Curriculum Map

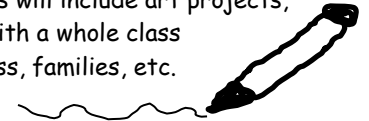
Content Area: English Language Arts

Grade: Developmental Kindergarten

MARCH - Unit 6: Author Spotlights

Unit Overview:

Students will explore a variety of authors such as Eric Carle, Dr. Seuss, etc. to become familiar with author and illustrator traits. Activities will include art projects, rhyming, and math concepts inspired by the specific author's books. They will also engage in writing and publishing their own stories along with a whole class digital production. This unit will culminate with a spotlight on DK authors reading their own publications for an audience such as another class, families, etc.



Essential Question: What makes me an author?

| Reading Component/ Key Ideas | | Student Objectives | Focus Standards (Standard Code) | Instruction/ Sample Activities | | Resources/ Suggested Works | Assessment |
|---|---|---|------------------------------------|--|----------------------------|---|---|
| What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component) | | What do students have to be able to do? (Common Core Student Objective Language) Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | | What activities are used to develop the skills and knowledge? (Units of Study) | | What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources) | What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts) |
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | | |
| Reading Foundational Skills | Vowel sound Initial sound (first) Middle sound Final sound (end) | Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (Not ending with /l/, /r/, or /x/.) | RF.K.2 (d) | Morning message Picture sorts Literacy Centers Mini-lesson Clap CVC words Stretch phonemes with fingers. Elkonin Boxes | Literacy centers | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas&Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | Rockford Phonological Awareness Assessment Dolch Word List #1 Conferring Notes <i>Literacy Beginnings: A Prekindergarten Handbook: 'Assessment of Literacy Learning'</i> tab |
| | Sight word Word wall word Just right books (Good fit books) | Phonics and Word Recognition RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words. c. read common high frequency words by sight (<i>the, of, to, you, she, my is, are, do, does</i>). Fluency RF.K.4 Read emergent-reader texts with purpose and understanding. | RF.K.3 (c) RF.K.4 | Good fit books Read to self | | | |
| Reading Literature and Informational Text | Compare (same/similar) Contrast (different) | Integration of Knowledge and Ideas RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (illustrations, descriptions, or procedures). | RL.K.9 RI.K.9 | Themes: Author Studies Publishing ----- Read aloud Shared reading Mini-lesson Turn and talk Read to self Graphic organizer | Small groups Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Growing Readers</i> (Collins) <i>The Daily 5</i> | Observations |

| | | | | | | | |
|-------------------------------|---|---|---------------------------------|--|---|---|--|
| | | | | | | (Boushey and Moser) DK Classroom Library Mentor Text: | |
| Speaking and Listening | | | | | | G.O.L.D. Binder (RPS) | |
| Writing and Language | Opinion Publish Digital Cooperate (work together) Audience | Vocabulary Acquisition and Use L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 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...) W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | L.K.6 W.K.1 W.K.6 | Unit: Launching the Writing Workshop Writing Process Mentor Text Shared Performance Reading Publishing Audience | Small group Conferring Writing center | MAISA Writing Unit 2: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View <i>Wee Can Write</i> McMahon & Warwick <i>Literacy Beginnings: A Prekindergarten Handbook</i> <i>Comprehensive Literacy Resources for Preschool Teachers</i> | Observations Conferring Notes Writing Journal/Notebook |

Rockford Public Schools Curriculum Map
Content Area: English Language Arts

Grade: Developmental Kindergarten

APRIL/MAY - Unit 7: Growing in Spring

Unit Overview:

Students will recognize the growth in themselves emotionally, socially, academically, and physically. They will compare and contrast self-portraits, writing pieces, ways to read, etc. They will engage in activities highlighting the change (eggs/new birth) in nature such as animals, trees, and plants. Students will read nonfiction pictures and text with a partner to find evidence for a springtime change (plants/animals). An oral presentation to their peers will follow in a share circle.

End of Year: A portfolio will be completed including the self-portraits, name work, a writing piece, etc. These will demonstrate the growth in literacy skills, fine motor skills, etc. Students will notice growth within themselves (by comparing and contrasting), then orally present to peers at an end of year celebration.



Essential Question: How am I growing and how are the things around me growing?

| Reading Component/ Key Ideas | | Student Objectives | Focus Standards (Standard Code) | Instruction/ Sample Activities | | Resources/ Suggested Works | Assessment |
|---|---------------------|---|------------------------------------|--|---|---|---|
| What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component) | | What do students have to be able to do? (Common Core Student Objective Language) Standards are listed when they are introduced. Instruction should continue throughout the year as students progress. | | What activities are used to develop the skills and knowledge? (Units of Study) | | What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources) | What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts) |
| Reading Component | Academic Vocabulary | | | Instruction and Thematic Ideas | Differentiation | | |
| Reading Foundational Skills | | Print Concepts RF.K.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper and lower case letters of the alphabet. | RF.K.1 | Morning message Literacy centers | Literacy centers Letter/Sound Activities Writing center | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas&Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Words their Way: Letter and Picture Sorts for Emergent Spellers</i> (Bear, Johnson, Invernizzi, Templeton) G.O.L.D. Binder (RPS) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org] <i>Phonics Lessons</i> (Fountas & Pinnell) | MLPP Letter ID MLPP Sounds Production Rockford Phonological Awareness Assessment <i>Literacy Beginnings: A Prekindergarten Handbook: 'Assessment of Literacy Learning'</i> tab |
| Reading Literature and Reading Informational Text | | Integration of Knowledge and Ideas RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. | RI.K.8 | Themes: Growing in Spring Portfolios: Growth in Me! ----- Read aloud Shared reading Mini-lesson Turn and talk Read to self | Small groups Conferring | <i>Literacy Beginnings: A Prekindergarten Handbook</i> (Fountas & Pinnell) <i>Comprehensive Literacy Resources for Preschool Teachers</i> (Trehearne) <i>Growing Readers</i> (Collins) <i>The Daily 5</i> | Conferring Notes |

| | | | | | | | |
|-------------------------------|--------------|--|--|---|--|--|--|
| | | | | Read to someone Graphic Organizers | | (Boushey and Moser) DK Classroom Library Mentor Text: | |
| Speaking and Listening | | | | | | G.O.L.D. Binder (RPS) | |
| Writing and Language | Action words | <p>Research to Build and Present Knowledge W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Conventions of Standard English L.K.1 Demonstrate command of the conventions standard English grammar and usage when writing or speaking. e. use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p>Vocabulary and Acquisition Use L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.</p> | <p>L.K.1 (e)</p> <p>L.K.5 (d)</p> <p>W.K.3</p> <p>W.K.8</p> | <p>Unit: Launching the Writing Workshop</p> <p>Mini Lesson Dictated writing Interactive Writing Independent Writing</p> <p>Orally model complete sentences with prepositions.</p> <p>Concept sorts / kinesthetic activities</p> | <p>Small group Conferring Writing center</p> <p>Shared Writing/ Sharing the Pen</p> | <p>MAISA Unit 2: http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View</p> <p><i>Wee Can Write</i> McMahon & Warwick</p> <p><i>Literacy Beginnings: A Prekindergarten Handbook</i></p> <p><i>Comprehensive Literacy Resources for Preschool Teachers</i></p> | <p>Body Drawing/Labeling Name Writing</p> <p>Conferring Notes</p> <p>Writing Journal/Notebook Samples</p> |