



RPS 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 Language Speaking and Listening 	Unit 1: Building our Classroom Community <i>My Book Box</i> <i>The Best Time to Read</i> <i>Rocket Learns to Read</i> <i>What are My Jobs</i> <i>Helping at School</i> <i>Apple Trees and the Seasons</i> <i>An Apple's Life</i>	Unit 2: Exploring My Community <i>Our Community Helpers</i> <i>Me on the Map</i> <i>Bird's Eye View of a Neighborhood: BB</i> <i>Pumpkin Jack</i> <i>Picking Apples and Pumpkins</i> <i>Where Does all the Garbage Go?</i>	Unit 3: Cultural and Holiday Traditions in Our Great Big World <i>Thanksgiving</i> <i>Thanksgiving in Fall</i> <i>Who at the Turkey?</i> <i>Hanukkah</i> <i>Jin and Pedro Celebrate</i> <i>Jingle Bells</i> <i>Let's Celebrate Christmas</i> <i>Holidays we Celebrate</i>	Unit 4: Winter Wonderland <i>Animals in the Winter</i> <i>Winter Wonderland</i> <i>Windy</i> <i>Baby Penguins</i> <i>Baby Seals</i> <i>Winter Snowy</i> <i>Snow Fun</i> <i>Penguins</i> <i>Winter</i> <i>Playing in the Snow</i> <i>Penguins</i>	Unit 5: Friendship and American Symbols <i>Our Country's Symbols</i> <i>President's Day</i> <i>People we Celebrate: BB</i> <i>Symbols of the US: BB</i> <i>Tulip Sees America</i> <i>Landmarks in the USA</i> <i>My Day in the Capital</i> <i>Symbols of the US</i> <i>US Symbols</i> <i>Valentine's Day</i> <i>Bad Apple: A Tale of Friendship/Best Friends</i>	Unit 6: Authors as Mentors <i>(Gail Gibbons Books)</i>	Unit 7: Wondering about Change <i>Everything Spring</i> <i>An Oak Tree has a Life Cycle: BB</i> <i>Spring</i> <i>Here Comes the Rain</i> <i>Learning About Rain</i> <i>Ways Animals Move</i> <i>Animal Action ABC</i>
Literacy Assessments <ul style="list-style-type: none"> MLPP Letter ID MLPP Sound Production Rockford Phonological Awareness Assessment Hearing & Recording Sounds Dolch Word Lists 	MLPP Letter ID Rockford Phonological Awareness Assessment: Form A [Tier I Watch students]		MLPP Letter ID Rockford Phonological Awareness Assess't: Form A	MLPP Letter ID/ Sound Production Rockford Phonological Awareness Assess't: Form B (if not secure on A) Hearing & Recording Sounds: [I have a big dog at home. Today I am going to take him to school.] Dolch Word List 1		MLPP Letter ID (if not secure) MLPP Sound Production Rockford Phonological Awareness Assessment: Form C (if not secure on B) Dolch Word List 2 (*if ≥15/20 on List 1)	MLPP Letter ID/ Sound Production (if not secure) Rockford Phonological Awareness Assessment: Reassess Form C (if needed) Hearing & Recording Sounds: [I have a big dog at home. Today I am going to take him to school.] Dolch Word List 3 (*if ≥15/20 on List 2)
Writing Curriculum: Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum	Unit 1 Narrative: Launching the Writing Workshop Bend I	Unit 1 Narrative cont. : Launching the Writing Workshop Bends II, III	Unit 2 Narrative: Writing for Readers Bends I, II	Unit 2 Narrative cont. : Writing for Readers Bend III	Unit 3 Information: How-To Books Bends I, II	Unit 3 Information cont. : How-To Books: Bend III, IV	Unit 4 Opinion: Persuasive Writing of All Kinds Bends I, II, III
Pacing Goal: 3 LC lessons per week to allow time to extend mini-lessons and mid-workshop teaching points over 5 workshop days							
Writing Lucy Calkins On-demand Pre and Post Writing Assessments *data collected for district school improvement	On-demand Pre-assessment: Information* : first 10 days of school	On-demand Pre-assessment: Narrative		On-demand Post-assessment: Narrative	<i>*Optional</i> On-demand Pre-assessment: Information	On-demand Post-assessment: Information (data collected for School Improvement)	On-demand Pre and Post-assessments: Opinion

Rockford Public Schools Curriculum Map
Content Area: English Language Arts

Grade: Kindergarten

SEPTEMBER - Unit 1: Building our Classroom Community

Unit Overview:

The beginning of kindergarten is an important time to establish routines that will sustain learning throughout the year. This unit focuses on establishing the social contract to help students become aware of their role in their classroom community. Students will learn how to work in literacy centers and learn procedures for reading workshop such as staying focused on reading, how to work with a partner, and how to use listening and speaking skills with a partner. Readers will be building stamina. Students will contribute to making classroom theme books (i.e. I am... or I like...) focusing on concepts of print. Through personal narratives, students will share about themselves, their families, and their classroom community. A major content theme this month is the apple lifecycle. The apple unit will provide opportunities for teachers to introduce non-fiction text features. This unit will culminate with a lifecycle project, a shared experience to the apple orchard leading to a narrative writing piece, and if possible cooking with apples.

Essential Question: How does the classroom community support the routines of reading and writing workshops to build good habits?

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 Word Letter	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 b. Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1 (a, b)	Read Aloud Shared Reading Shared Writing Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts	Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts Conferring	<i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne) G.O.L.D. Binder (RPS) <i>Words their Way</i> (Bear)	MLPP Concepts of Print Rockford Phonological Awareness Assessment MLPP Letter ID MLPP Sound Production
	Rhyme	Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a. recognize and produce rhyming words	RF.2 (a)			Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]	

Reading Component	Academic Vocabulary	Student Objectives	Focus Standards	Instruction and Thematic Ideas	Differentiation	Resources/ Suggested Works	Assessments
<p>Reading Literature and Reading Informational Text</p> <p>*use social studies / science according to rotation schedule</p>	<p>Reading Workshop</p> <p>Front cover Back cover Title page</p> <p>Community Library Just Right Books (Good Fit Books) Read the Words Read the Pictures (Picture Walk) Read to Self 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>Range of Reading and 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>Anchor Charts Just Right Books Read Aloud Shared Reading Mini-Lessons Read to Self Read to Someone Turn and Talk Listening Center Classroom Library</p> <p>-----</p> <p>Themes: Community Social Contract All About Me Apple Lifecycle</p>	<p>Just Right Books</p> <p>Small Group Instruction</p> <p>Guided Reading</p> <p>Conferring</p>	<p><i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis)</p>	<p>Conferring Notes Observation</p>
<p>Speaking And Listening</p> <p>*continue these objectives throughout the year</p>	<p>Turn and talk</p> <p>Speak clearly</p>	<p>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. a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>SL.K.1 (a)</p> <p>SL.K.6</p>	<p>Good Things Picture Walks Big Books Turn and Talk Reading Workshop Writing Workshop</p>	<p>Language Groups</p>	<p><i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne)</p> <p>G.O.L.D. Binder</p>	<p>Observation/Anecdotal Records</p>
<p>Writing and Language</p>	<p>Writing workshop Drawing Writing Topic Uppercase letter (capital letter)</p> <p>Concept sort Category</p>	<p>Types and Purposes W.K.3 Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>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.</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 into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real life connections between words and their use (e.g. notes places at school that are colorful).</p>	<p>W.K.3</p> <p>L.K.1 (a)</p> <p>L.K.5 (a,c)</p>	<p>Writing Workshop</p> <p>Unit 1: Narrative Launching the Writing Workshop Bend I: We Are All Writers</p> <p>Letter/Sound/ Picture Chart</p> <p>Anchor "pieces" and charts for types of writing</p>	<p>1-1 Conferring</p>	<p><i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins): <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>Launching the Writing Workshop</i> <i>Resources for Teaching Writing CD</i></p> <p><i>Units of Study for Primary Writing</i> (Calkins)</p> <p>Narrative Text: <i>Creak! Said the Bed</i> (Phyllis Root)</p>	<p>Pre-assessment: Information Writing (for district school improvement)</p> <p>Observation/Anecdotal Records</p> <p>Writing Folder Pieces</p>

Rockford Public Schools Curriculum Map

Content Area: English Language Arts

Grade: Kindergarten

October - Unit 2: Exploring My Community

Unit Overview:

Kindergarten students will continue to practice and grow in their learning with procedures, routines, and skills introduced in September, but their learning will extend to explore the broader community in which they live. Students will explore genres and popular characters (Clifford, Froggy, Curious George, Little Bear, Bad Kitty, etc.), settings, and events in text by following established routines for asking appropriate (on topic) questions versus comments. Students will also use informational text to ask questions about real people in their community such as school workers, fire fighters, and farmers. Community workers will be on-going throughout the year. A major content theme this month is the pumpkin life-cycle. Students will make themed books that continue to develop print concepts, sight word vocabulary, and rhyming skills. The unit will culminate with students creating individual/class books (i.e. accordion style, pictures, sequence sentence strips) to demonstrate the life-cycle of the pumpkin.

Essential Question: How does the classroom community support the development of all readers?

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	Spaces Count Pronounce Syllable Letter Letter sound Consonant	<p>Print Concepts RF.K.1 Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.</p> <p>Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Phonics and Word Recognition RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sounds for each consonant.</p>	RF.K.1 (c) RF.K.2 (b) RF.K.3 (a)	<p>Read Aloud Shared Reading Shared Writing Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts</p>	<p>Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts</p> <p>Conferring</p>	<p><i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne)</p> <p>G.O.L.D. Binder (RPS)</p> <p><i>Words their Way</i> (Bear)</p> <p>Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]</p>	Anecdotal Records

<p style="text-align: center;">Reading Literature and Informational Text</p>	<p>Retell Detail Connection Event Idea Information Text</p> <p>Author Illustrator</p>	<p>Key Ideas and Details RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</p>	<p>RL.K.2</p> <p>R.I.K.3</p> <p>RL.K.6</p>	<p>Reading Workshop Venn Diagram Anchor Charts Just Right Books Read Aloud Shared Reading Mini-Lessons Guided Reading Read to Self Read to Someone Turn and Talk Listening Center Classroom Library</p> <p>----- Themes: Community Helpers Pumpkin Lifecycle</p>	<p>Just Right Books</p> <p>Small Group Instruction</p> <p>Guided Reading</p> <p>Conferring</p>	<p><i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis)</p> <p>Suggested Books: <i>Our Community Helpers</i> <i>Me on the Map</i> <i>Bird's Eye View of a Neighborhood: BB</i> <i>Pumpkin Jack</i> <i>Picking Apples and Pumpkins</i> <i>Where Does all the Garbage Go?</i></p> <p>Online Resources: Discovery Education National Geographic Kids</p>	<p>Conferring Notes</p> <p>Observation</p>
<p style="text-align: center;">Speaking and Listening</p>	<p>Ask Answer Question Clarify</p>	<p>Comprehension and Collaboration SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>SL.K.3</p> <p>SL.K.4</p>		<p>Language Groups</p>	<p>G.O.L.D. Binder (RPS)</p>	<p>Observation/ Anecdotal Records</p>
<p style="text-align: center;">Writing and Language</p>	<p>Drawing Order Reaction</p> <p>Spelling (Book v Sound)</p>	<p>Text Types and Purposes W.K.3 Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Conventions of Standard English L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>W.K.3</p> <p>L.K.2 (c,d)</p>	<p>Writing Workshop</p> <p>Unit 1: Narrative Launching the Writing Workshop Bend II: Writing Teaching Books Bend III: Writing Stories</p>	<p>Conferring</p>	<p><i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins): <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>Launching the Writing Workshop</i> <i>Resources for Teaching Writing</i> <i>CD</i></p> <p><i>Units of Study for Primary Writing</i> (Calkins)</p>	<p>Pre-assessment: Narrative Writing</p> <p>Conferring Notes /Anecdotal Records</p> <p>Writing Folder: Work In Progress and Finished Pieces</p>

Rockford Public Schools Curriculum Map

Content Area: English Language Arts

Grade: Kindergarten

NOVEMBER/DECEMBER- Unit 3: Cultural and Holiday Traditions in our Great Big World

Unit Overview:
 Building on the diversity of family celebrations, students read about the greater world beyond America. Students will be introduced to the history of Thanksgiving and holiday customs around the world. Teachers will use a graphic organizer and/or create a class book to assimilate information about Thanksgiving and holiday traditions. This unit will culminate in the creation of a project that is based on a holiday tradition (i.e holiday ornament, parent gift, community giving project, etc.).*

Essential Question: How do cultural and holiday traditions around the world influence our students as readers of information?

*Due to the rotation of the science kits Motion and Paper, embed these themes into the appropriate Project Based Learning/Monthly unit as they apply.

Reading Component/ Key Ideas		Student Objectives 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.	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment 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	Blend Segment	Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2 (b)	Read Aloud Shared Reading Shared Writing Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts	Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts Dolch Words Conferring	<i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne) G.O.L.D. Binder (RPS) <i>Words their Way</i> (Bear) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]	MLPP Letter ID Rockford Phonological Awareness Assessment Form A
Reading Literature and Reading Informational Text	Infer	Craft and Structure RL.K.4 / RI.K.4 Ask and answer questions about unknown words in a text.	RL.K.4 RI.K.4	Reading Workshop Anchor Charts Read Aloud Shared Reading Mini-Lessons Guided Reading Read to Self Read to Someone Turn and Talk Listening Center Classroom Library ----- Themes: Fall Culture Holiday Traditions	Just Right Books Small Group Instruction Guided Reading Conferring	<i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis) Suggested Books: Online Resources: Discovery Education National Geographic Kids	Observation Conferring Notes

<p>Speaking and Listening</p>	<p>Confirm</p>	<p>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.</p>	<p>SL.K.2</p>	<p>Morning Message Model in Writing Workshop</p>	<p>Conferring Language Groups</p>	<p>G.O.L.D. Binder (RPS)</p>	<p>Observation Anecdotal Records</p>
<p>Writing And Language</p>	<p>Opinion (preference) Topic Book</p> <p>Plural Question words</p> <p>Capitalize Punctuation Period Exclamation mark Question mark</p>	<p>Production and Distribution of Writing 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.</p> <p>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/ (e.g. dog/dogs, wish/wishes). d. Understand and use question words (interrogatives) (e.g. <i>who, what, where, when, why, how</i>).</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation.</p>	<p>W.K.2</p> <p>LK.1 (c,d)</p> <p>L.K.2</p>	<p>Writing Workshop</p> <p>Unit 2: Narrative Writing for Readers Bend I: Writing Stories that People can Really Read Books Bend II: Tools Give Writers Extra Power</p>	<p>Conferring</p>	<p><i>Units of Study in Opinion, Information, and Narrative Writing (Calkins):</i> <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>Writing for Readers</i> <i>Resources for Teaching Writing CD</i></p> <p><i>Units of Study for Primary Writing (Calkins)</i></p>	<p>Conferring Notes / Anecdotal Records</p> <p>Writing Folder: Work In Progress and Finished Pieces</p> <p>Student use of: ~I Can Checklist</p>

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Grade: Kindergarten

JANUARY - Unit 4: Winter Wonderland

Unit Overview:
Students will apply their knowledge of text structure to write pieces with a beginning, middle, and end. Students will revise their writing to create a piece to share with an audience. They will use the Winter Wonderland theme to add specific details to their narrative writing. Students will extend their exploration of nonfiction text through winter books with sensory images and text features. This unit will culminate with a celebration that recognizes students as authors (i.e. locker display, bulletin board, learning buddies, etc.).

Essential Question: How does text structure guide our students as readers and writers?

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	Lowercase letter	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)	Read Aloud Shared Reading Shared Writing Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts	Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts	<i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne) G.O.L.D. Binder (RPS)	MLPP Letter ID MLPP Sound Production
	Substitute Sounds First sound	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. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2 (c,e)		Dolch Words Conferring	<i>Words their Way</i> (Bear) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]	Rockford Phonological Assessment: Form B (if not secure on Form A) Hearing and Recording Sounds: [I have a big dog at home. Today I am going to take him to school.]
	Purpose Understand	Fluency RF.K.3 c. Read emergent-reader texts with purpose and understanding.	RF.K.3 (c)				Dolch List 1 Optional: Words Their Way Primary Spelling Inventory Words 1-5.

<p style="text-align: center;">Reading Literature and Informational Text</p>	<p>Topic Key details</p>	<p>Key Ideas and Details RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>RI.K.2</p>	<p>Reading Workshop Anchor Charts Read Aloud Shared Reading Mini-Lessons Guided Reading Read to Self Read to Someone Turn and Talk Listening Center Classroom Library ----- Themes: Winter Wonderland Five Senses Motion</p>	<p>Just Right Books Small Group Instruction Guided Reading Conferring</p>	<p><i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis) Suggested Books: <i>Our Country's Symbols</i> <i>Symbols of the US</i> <i>US Symbols</i> <i>President's Day</i> <i>People we Celebrate: BB</i> <i>Symbols of the US: BB</i> <i>Tulip Sees America</i> <i>Landmarks in the USA</i> <i>My Day in the Capital</i> <i>Bad Apple: A Tale of Friendship</i> Online Resources: Discovery Education National Geographic Kids G.O.L.D. Binder (RPS)</p>	<p>Conferring Notes</p>
<p style="text-align: center;">Speaking and Listening</p>	<p>Partner Turn and talk Conversation Continue</p>	<p>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.</p>	<p>SL.K.1 (b)</p>				<p>Observation Anecdotal Records</p>
<p style="text-align: center;">Writing and Language</p>	<p>Peers Partners Revise Revisions Unknown word Familiar word Meaning Opposite</p>	<p>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. 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. e. Use the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>). Vocabulary and Acquisition and Use L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>W.K.5 L.K.1 (a,c) L.K.4 (a) L.K.5 (b)</p>	<p>Writing Workshop Unit 2: Narrative Writing for Readers Bend III: Partnering for Revision: Making Stories More Fun to Read</p>	<p>Conferring</p>	<p><i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins): <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>Writing for Readers</i> <i>Resources for Teaching Writing CD</i> <i>Units of Study for Primary Writing</i> (Calkins)</p>	<p>Post-assessment: Narrative Conferring Notes / Anecdotal Records Writing Folder: Work In Progress and Finished Pieces Student use of: ~I Can Checklist</p>

Rockford Public Schools Curriculum Map

Content Area: English Language Arts

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FEBRUARY - Unit 5: American Symbols and Friendship

Unit Overview:
 American Symbols and Friendship will be common themes throughout this unit. Students will read about American symbols and famous Americans. Teachers will discuss the meaning behind the symbol as a source of inspiration. Students will explore a variety of symbols (i.e. American Flag, Lincoln Memorial, Washington Monument, Liberty Bell, etc.). Students will focus on friendship by brainstorming ideas about how to be a good friend and record ideas on a graphic organizer. This unit will culminate with students using the collected information to create a How-To book on "how to be a good friend."*

Essential Question: How do character traits such as friendship develop the communities to which we belong (classroom, Rockford, America, etc.)?

*Due to the rotation of the science kits Motion and Paper, embed these themes into the appropriate Project Based Learning/Monthly unit as they apply.

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	Initial sound (first sound) Middle sound Final sound (end sound) Vowel	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. (This does not include CVCs ending with /l/, /r/, or /x//.)	RF.K.2 (d)	Read Aloud Shared Reading Shared Writing Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts	Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts Dolch Words Conferring	<i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne) G.O.L.D. Binder (RPS) <i>Words their Way</i> (Bear) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]	Observation Anecdotal Records
Reading Literature and Informational Text	Character Setting Story Evidence Text	Key Ideas and Details RL.K.3 With prompting and support, identify characters, settings, and major events in a story. Integration of Knowledge and Ideas RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RL.K.3 RI.K.8	Reading Workshop Anchor Charts Read Aloud Shared Reading Mini-Lessons Guided Reading Read to Self Read to Someone Turn and Talk Listening Center Classroom Library ----- Themes: Friendship American Symbols	Just Right Books Small Group Instruction Guided Reading Conferring	<i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis) Suggested Books: Online Resources: Discovery Education National Geographic Kids	Conferring Notes

Speaking and Listening	Drawing Display	Comprehension and Collaboration SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.5		Small group Conferring		Writing Samples
Writing and Language	Collaborate Publish Noun Verb	Production and Distribution of Writing 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. 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.	W.K.2 L.K.1 (b)	Writing Workshop Unit 3: Information How-To Books Bend I: Writing How-To Books, Step by Step Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones	Conferring	<i>Units of Study in Opinion, Information, and Narrative Writing (Calkins):</i> <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>How-To Books</i> <i>Resources for Teaching Writing CD</i> <i>Units of Study for Primary Writing (Calkins)</i>	<i>*Optional</i> Pre-Assessment: Information Conferring Notes / Anecdotal Records Writing Folder: Work In Progress and Finished Pieces Student use of: ~I Can Checklist ~Information (How-To) Checklist

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MARCH - Unit 6: Authors as Mentors

Unit Overview: This unit will revolve around March is reading month activities. Teachers will create opportunities for students to explore both fiction and non-fiction books by the same author [i.e. Gail Gibbons (NF), Frank Serafini (NF), Byron Barton (F/NF-How-To books), Mo Willems (F), Norman Bridwell (F), *Dr. Seuss (F)] and express their opinions about them through conversation on teacher created anchor charts. (*in DK ELA map) Text patterns, illustrations, and text features will be compared and contrasted throughout the unit (i.e. graphic organizers, anchor charts, book sorts, collaborative conversations, etc.). This unit will culminate with an individual piece created by each student using an author as a mentor (i.e. text pattern, illustration, or text feature). Essential Question: How do we use mentor text to guide our writing as authors?							
Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives 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.	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment 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	Short vowel Long vowel	Phonics and Word Recognition RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3	Read Aloud Shared Reading Shared Writing Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts	Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts Dolch Words Conferring	<i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne) G.O.L.D. Binder (RPS) <i>Words their Way</i> (Bear) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]	MLPP Letter ID MLPP Sound Production Rockford Phonological Assessment: Form C (if not secure on Form B) Dolch List 2 (if ≥15/20 on List 1) Optional: Words Their Way Primary Spelling Inventory Words 1-5.
Reading Literature and Reading Informational Text	Story Poem Fiction Nonfiction Compare (Same) Contrast (Different)	Craft and Structure RL.K.5 Recognize common types of texts (e.g. storybooks, poems). Integration of Knowledge and Ideas RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.5 RL.K.9	Reading Workshop Anchor Charts Read Aloud Shared Reading Mini-Lessons Guided Reading Read to Self Read to Someone Turn and Talk Listening Center Classroom Library ----- Themes: Authors Non-fiction	Just Right Books Small Group Instruction Guided Reading Conferring	<i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis) Suggested Books: Online Resources: Discovery Education National Geographic Kids	Conferring Notes

Speaking and Listening							
Writing and Language	Complete sentence	<p>Research to Build and Present Knowledge 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 of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p>	<p>W.K.8</p> <p>L.K.1 (f)</p> <p>L.K.2 (c)</p>	<p>Writing Workshop</p> <p>Unit 3: Information How-To Books Bend III: Keeping Readers in Mind Bend IV: Giving How-To Books as Gifts</p>	Conferring	<p><i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins): <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>How-To Books</i> <i>Resources for Teaching Writing CD</i></p> <p><i>Units of Study for Primary Writing</i> (Calkins)</p> <p>Informational Text: <i>Freight Train</i> (Donald Crews)</p>	<p>Post-assessment: Information* (*data collected for school improvement)</p> <p>Conferring Notes / Anecdotal Records</p> <p>Writing Folder: Work In Progress and Finished Pieces</p> <p>Student use of: ~I Can Checklist ~Information Checklist</p>

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APRIL/MAY - Unit 7: Wondering about Change

Unit Overview:							
Students wrap up their sensory observations during spring by noticing and sharing about spring changes. Earth Day will be a spring board to opinion and persuasive writing to 'take a stand' on a topic such as recycling, taking care of the school and playground, making a change, etc. Students will present their opinion to an audience in a culminating activity such as a letter, a poster, or a speech.*							
Essential Question: How does nature inspire us as readers, writers, and artists?							
*Due to the rotation of the science kits Motion and Paper , embed these themes into the appropriate Project Based Learning/Monthly unit as they apply.							
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		Phonics and Word Recognition RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3 (d)	Read Aloud Shared Reading Morning Message Poems/Charts Name Work Morning Message Class Books Literacy Centers Concept/Picture/ Word Sorts	Literacy Centers Listening Center Tiered Activities Flexible Grouping Word Work Concept/Picture/ Word Sorts Dolch Words Conferring	<i>Comprehensive Literacy Resources for Kindergarten Teachers</i> (Trehearne) G.O.L.D. Binder (RPS) <i>Words their Way</i> (Bear) Florida Center for Reading Research (FCRR) Binder: [www.fcrr.org]	MLPP Letter ID MLPP Sound Production Rockford Phonological Assessment: Form B (if not secure on Form A) Hearing and Recording Sounds: [I have a big dog at home. Today I am going to take him to school.] Dolch List 1 Optional: Words Their Way Primary Spelling Inventory Words 1-5.
Reading Literature and Informational Text		Integration of Knowledge and Ideas RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RLI.K.7 With prompting and support,	RL.K.7 RI.K.7	Reading Workshop Anchor Charts Read Aloud Shared Reading Mini-Lessons Guided Reading Read to Self Read to Someone Turn and Talk	Just Right Books Small Group Instruction Guided Reading Conferring	<i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>Primary Comprehension Toolkit</i> (Harvey and Goudvis) Suggested Books:	Conferring Notes

		describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).		Listening Center Classroom Library ----- Themes: Spring Motion Five Senses		Online Resources: Discovery Education National Geographic Kids	
Speaking and Listening							
Writing and Language	<p>Research Project</p> <p>Word endings</p> <p>Action verbs</p>	<p>Text Types and Purposes 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...).</p> <p>Production and Distribution of Writing 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.</p> <p>Research to Build and Present Knowledge W.K.7 Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p> <p>Vocabulary Acquisition and Use L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g. <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p> <p>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. <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>W.K.1</p> <p>W.K.6</p> <p>W.K.7</p> <p>L.K.4 (b)</p> <p>L.K.5 (d)</p>	<p>Writing Workshop</p> <p>Unit 4: Opinion Persuasive Writing of all Kinds Bend I: Explore Opinion Writing: Making Our School a Better Place Bend II: Sending Our Words Out into the World: Writing Letters to Make a Change Bend III: Persuasive Writing Projects</p>	<p>Conferring</p>	<p><i>Units of Study in Opinion, Information, and Narrative Writing (Calkins):</i> <i>A Guide to the Common Core Writing Workshop</i> <i>Writing Pathways</i> <i>If... Then...Curriculum</i> <i>Persuasive Writing of All Kinds</i> <i>Resources for Teaching Writing</i> <i>CD</i></p> <p><i>Units of Study for Primary Writing (Calkins)</i></p> <p>Opinion Text: <i>My First Soccer Game</i> (Alyssa Capucilli)</p>	<p>Pre and Post-assessments: Opinion</p> <p>Conferring Notes / Anecdotal Records</p> <p>Writing Folder: Work In Progress and Finished Pieces</p> <p>Student use of: ~I Can Checklist ~Opinion Checklist</p> <p>Published Pieces</p>