Standards, Curriculum, and Instruction Defined by the Arizona Department of Education

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Chandler Unified School District (CUSD) Understands

We in CUSD know the Arizona English Language Arts (ELA) Standards and ensure that we use district-adopted resources and sound instructional practices to meet their requirements.

- We understand teaching district adopted curriculum resources with fidelity.
- We understand rigor.
- We understand productive struggle.
- We understand text complexity.
- We understand that work in phonological awareness and phonics supports students to be accurate.
- We understand text types and structures.
- We understand language requirements.
- We understand Reading Foundations.
- We understand Writing Foundations.
- We understand that reading, writing, speaking, and listening are reciprocal and parallel process that when combined enhance cognition.
- We understand that both the art and science of teaching are imperative to success for all CUSD students.
CUSD’s Comprehensive Core Reading Program

CUSD’s K-6 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence-based instructional strategies. Experts in English Language Arts and experts in curriculum design used principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards. In CUSD, we know that a comprehensive core-reading program is vital. Asking our teachers to take “a little bit of this and a little bit of that” would be supremely unwise. Crafting together or gathering isolated curriculum resources equals a loss of valuable teacher time and holes in instruction. This equates to students learning “a little bit of this and a little bit of that”.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction**

In contrast, our comprehensive core-reading program ensures access for all students in Tier 1 instruction. Tier 1 instruction includes both whole group instruction to ensure universal access to content and practice, and small group lessons to meet the differentiated and data driven needs of all levels of learners in the classroom. Fidelity to the adopted comprehensive core-reading program is a must.

**Accuracy and Fluency with the Big Ideas of Reading**

Adopted resources that are aligned to the standards should provide explicit and systematic instruction, and diagnostic assessment support (both district and core program assessments), in concepts of print, phonological awareness, phonics, vocabulary development, comprehension, syntax, and accuracy and fluency with connected text. The program should teach decoding (word attack) skills. The skills should be ordered from simplest to most complex. All aspects of word structure are taught, including phonics, six syllable types (at the appropriate grade levels), patterns, roots, and affixes. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Adopted resources should provide ample opportunities for students to understand and fully learn the spelling/sound patterns necessary — though not sufficient — to become successful readers. This goal is accomplished when students can transfer knowledge of these patterns to words not previously seen or studied. Because students differ widely in how much exposure and practice they need to master foundational skills, materials also need to incorporate high-quality activities for those students who are able to reach facility with less practice.

Adopted resources should teach encoding (spelling) skills. These words are closely coordinated with decoding. The program should specify and teach irregular/sight words in distinct ways for both reading and spelling. The irregular words should be tied directly to the reading materials.

Fluency should be a particular focus of adopted instructional materials. Fluency in the early grades is a function of automaticity in basic skills in speech sound, letter, word, and phrase recognition, as well as knowledge of the meanings of the words that are being read. Materials should include routines and guidance...
that will remind teachers to monitor the consolidation of skills as students are learning them. Consolidation is usually accomplished through systematic, explicit, and cumulative instruction, sufficient practice to achieve accuracy, and a variety of specific fluency-building techniques supported by research. These include monitored partner reading, choral reading, and repeated readings with text, short timed practice that is slightly challenging to the reader, and involving the student in monitoring progress toward a specific fluency goal.

Teaching Journeys with fidelity will address each of the Reading and Writing Foundational standards. It is imperative to begin each Journeys lesson with any Opening Routines provided. Doing so will help to support the Reading Foundational skills assigned to the grade level. It is highly important to thoroughly teach spelling patterns to address the six syllable types. Be sure to teach the names of the six syllable types, as well. If Journeys refers to a CVC (Consonant-Vowel-Consonant) word, call it a closed syllable type. If Journeys teaches silent e, be sure to call it a vowel consonant e (vce) syllable type.

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

Instruction for slower readers is most effective when it addresses all of the critical reading components in an integrated and coordinated manner. Students who need additional assistance, however, must not miss essential instruction their classmates are receiving to help them think deeply about texts, participate in thoughtful discussions, and gain knowledge of both words and the world. Far too often, students who have fallen behind are given only less complex text rather than the instruction they need in the foundational skills in reading as well as vocabulary and other supports they need to read at an appropriate level of complexity. Complex text, whether accessed through individual reading or as a group reading activity, is a rich repository of information which all readers learn how to access. Complex text contains more sophisticated academic vocabulary, lends itself to more complex tasks, and is able to support rich dialogue.

Complex text in the adopted resources should be designated for **all** students in the core instruction. Many students may need careful instruction — including effective scaffolding — to enable them to access text at the level required to learn grade level vocabulary and comprehension strategies. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading or listening to the text; the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read or listen to the text itself carefully.

Students’ initial exposure to a text should often engage them directly with the text so they can practice independent reading. Students should be asked to glean the information they need from multiple readings of a text, each with a specific purpose. In particular, aligned curriculum resources should explicitly direct students to re-read challenging portions of the text and teachers to return to these portions during read aloud time. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle, including scaffolding the application of decoding strategies, and pointing students back to the text with teacher support when they are confused or run into vocabulary or other problems.
When necessary, extra textual scaffolding prior to and during the first read should focus on words and concepts that are essential to a basic understanding and that students are not likely to know or be able to determine from context. Supports should be designed to serve a wide range of readers, including English language learners and other students who are especially challenged by the complex text before them. Texts and the discussion questions should be selected and ordered so that they bootstrap onto each other and promote deep thinking and substantive engagement with the text. Care should also be taken that introducing broad themes and questions in advance of reading does not prompt overly general conversations rather than focusing reading on the specifics, drawing evidence from the text, and gleaning meaning from it. In short, activities related to the text should be such that the text itself is the focus of the instruction and children are able to appreciate and get a sense of the selection as a whole.

**Meeting the Needs of the Brain**

Guidance and support by the teacher must be adaptable to developmental differences and various learning needs. For example, young children tend to understand concepts in concrete terms and over-generalize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills. Approaches for developmental differences and learning needs of students should include a variety of activities such as structured and unstructured activities; independent and group work, teacher-directed and guided discovery learning, visual and narrative instruction, hands-on activities, and open-ended activities. To support all learners, the materials should be presented with the use of multisensory strategies. All learners benefit from multisensory, explicit, data-driven, differentiated, systematic instruction and practice. The amount of massed and distributed practice varies based on learner needs.

**Meeting the Literacy Needs of All Learners**

Adopted curriculum materials should allow for flexibility in meeting the needs of a wide range of students. The arms of the core program should stretch to provide support for students that come to class unevenly prepared to read. While the primary purpose of a beginning reading instructional program is to ensure that all students learn how to read, some students will move ahead more quickly and should be able to move on to content at their level once they have demonstrated mastery of the basic, universal access content. The arms of the core program should also stretch to provide support for these students. The adopted materials have content and teachers have methodology that when combined, will most likely “catch” more of those students who otherwise would fall behind and require intervention.
Kindergarten Overview
Arizona’s English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature
- Understand key ideas, characters, and setting in a story or poem
- Ask and answer questions about stories and poems, such as who, what, when, where, why and how
- Retell key details from a story or poem
- Ask and answer questions about unknown words in a text

Reading Standards for Informational Text
- Ask and answer questions about the world around them
- Retell key details from an informational text
- Distinguish the key features in an informational text

Reading Standards: Foundational Skills
- Understand the organization and basic features of print
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words and different kinds of syllable types
- Use phonics to write words and express thoughts and ideas in writing
- Use foundational skills to access a variety of texts

Writing Standards
- Use a combination of drawing, dictating, and writing to craft texts with different purposes
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poetry, and informational texts
- Make connections across content areas into the world around them

Writing Foundations Standards
- Write upper and lowercase manuscript letters to communicate ideas
- Separate simple words into their syllables
- Write frequently used words

Speaking and Listening Standards
- Listen actively
- Speak in complete sentences for effective communication
- Share ideas with peers
- Ask and answer questions to clarify understanding

Language Standards
- Use common nouns and verbs
- Pluralize words by adding “s” or “es”
- Recognize and name end punctuation
- Sort common words into categories
- Use words and phrases learned from conversation and readings
## Kindergarten ELA Curriculum Map—Welcome to Kindergarten Weeks

**Welcome to Kindergarten Weeks 1 & 2**

Based on the needs of students, content listed in these two Welcome to Kindergarten weeks may be:

1. Compacted and added to Lessons 1 and 2, as appropriate.

   OR

2. Taught in its entirety during the first two weeks of school.

### Week 1

<table>
<thead>
<tr>
<th>Listen to Rhymes</th>
<th>Concepts of Print</th>
<th>Phonological Awareness and Phonics</th>
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<td><strong>Concepts of Print:</strong></td>
<td><strong>Phonemic Awareness:</strong></td>
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<td>Recognize Names</td>
<td>Rhyming Words</td>
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<td>Distinguish Letter, Numbers</td>
<td>Blend Syllables</td>
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<td>Book Handling</td>
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<td>&quot;Colors&quot;</td>
<td>Environmental Print</td>
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<tr>
<td>&quot;To Market, To Market&quot;</td>
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### Week 2

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<th>Phonological Awareness and Phonics</th>
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<td><strong>Listen to Rhymes</strong></td>
<td><strong>Concepts of Print:</strong></td>
<td><strong>Phonemic Awareness:</strong></td>
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<td>&quot;I Went Upstairs&quot;</td>
<td>Book Handling</td>
<td>Rhyming Words</td>
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<tr>
<td>&quot;Mix a Pancake&quot;</td>
<td>Distinguish Letter, Numbers</td>
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<tr>
<td>&quot;Sing a Song of Sixpence&quot;</td>
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<tr>
<td>&quot;Little Arabella Stiller&quot;</td>
<td>Recognizes First and Last Names</td>
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</tr>
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**Listen to Songs**

"Quack! Quack! Quack!"
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<td><strong>Lesson 1</strong></td>
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<td><strong>Informational Text (Social Studies)</strong></td>
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<td><strong>Building with Dad</strong></td>
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<td><strong>Genre</strong></td>
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<td><strong>Vocabulary Strategies</strong></td>
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<td><strong>Genre</strong></td>
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<td><strong>Text Focus Skill</strong></td>
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<td><strong>Target Strategy</strong></td>
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<td><strong>Supporting Skills</strong></td>
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<tr>
<td><strong>MUST DO DAILY:</strong> Opening Routines — Phonemic Awareness: Rhyming Words Single Sounds <strong>Letter Names</strong> Letters: Kk, Ll, Mm, Nn, Oo</td>
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<tr>
<td><strong>Fluency:</strong></td>
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<td><strong>Words to Know (High-Frequency Words)</strong></td>
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<td><strong>Comprehension Skill:</strong></td>
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<td><strong>Writing Mode</strong></td>
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<td><strong>Comprehension Strategy:</strong></td>
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<tr>
<td><strong>Writing Foundational Skills</strong></td>
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<td><strong>Concepts of Print:</strong></td>
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<td><strong>Book Parts</strong></td>
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<td><strong>Punctuation:</strong></td>
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<td><strong>Period</strong></td>
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<td><strong>Writing Foundational Skills</strong></td>
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<td><strong>Grammar Skill</strong></td>
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<td><strong>Leveled Readers:</strong></td>
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<td><strong>Advanced Readers</strong></td>
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<td><strong>English Language Learners</strong></td>
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<tr>
<td><strong>Read Aloud Book</strong></td>
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<td><strong>Genre:</strong> Realistic Fiction</td>
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<td><strong>Vocabulary Reader</strong></td>
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<td><strong>Struggling Readers</strong></td>
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<td><strong>English Language Learners</strong></td>
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<td><strong>Big Book</strong></td>
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<tr>
<td><strong>Genre</strong></td>
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<tr>
<td><strong>Read Aloud Book</strong></td>
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<td><strong>Genre:</strong> Realistic Fiction</td>
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<td><strong>Vocabulary Strategies</strong></td>
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<tr>
<td><strong>Oral Vocabulary</strong></td>
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</table>
### Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-8

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>This Week’s Essential Question: Why do we have rules at school?</th>
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<tbody>
<tr>
<td>Lesson 2</td>
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<td><strong>Big Book</strong></td>
<td><strong>How Do Dinosaurs Go to School?</strong></td>
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<tr>
<td><strong>Genre:</strong> Fantasy</td>
<td><strong>Opening Routines</strong></td>
</tr>
<tr>
<td><strong>Reading Foundational Skills</strong></td>
<td><strong>Letter Names</strong></td>
</tr>
<tr>
<td><strong>Demonstrate understanding of the organization and basic features of print</strong></td>
<td><strong>Letters: Pp, Qq, Rr, Ss, Tt</strong></td>
</tr>
<tr>
<td><strong>Demonstrate understanding of spoken words, syllables and phonemes</strong></td>
<td><strong>Know and apply phonics skills in decoding words</strong></td>
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<tr>
<td><strong>Know and apply phonics skills in decoding words</strong></td>
<td><strong>Read emergent texts with purpose and understanding</strong></td>
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<tr>
<td><strong>Grammar Skill</strong></td>
<td><strong>Writing Foundational Skills</strong></td>
</tr>
<tr>
<td><strong>Nouns for Places</strong></td>
<td><strong>Match and write upper/lower case letters</strong></td>
</tr>
<tr>
<td><strong>Writing Mode</strong></td>
<td><strong>Narrative Writing</strong></td>
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<tr>
<td><strong>Writing About Us</strong></td>
<td><strong>Labels</strong></td>
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<tr>
<td><strong>Grammar Skill</strong></td>
<td><strong>Narrative Writing</strong></td>
</tr>
<tr>
<td><strong>Writing Mode</strong></td>
<td><strong>Narrative Writing</strong></td>
</tr>
<tr>
<td><strong>Writing About Us</strong></td>
<td><strong>Narrative Writing</strong></td>
</tr>
</tbody>
</table>

**Vocabulary Strategies**
- Antonyms

**Vocabulary**
- busy, company, container, job, scoop, tortoises

**Big Book**
- *How Do Dinosaurs Go to School?*
- Genre: Fantasy

**Read Aloud Book**
- *Friends at School*
- Genre: Informational Text (Social Studies)

**Vocabulary Strategies**
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**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<tr>
<th>Unit 1</th>
<th>This Week’s Essential Question: Why do people have to take care of their pets?</th>
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</thead>
<tbody>
<tr>
<td>Lesson 3</td>
<td>Paired Selections</td>
</tr>
<tr>
<td><strong>Big Book</strong> Please, Puppy, Please</td>
<td>“Different Kinds of Dogs”</td>
</tr>
<tr>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td>Informational Text (Science)</td>
</tr>
<tr>
<td><strong>Read Aloud Book</strong> I Have a Pet</td>
<td>“Different Kinds of Dogs”</td>
</tr>
<tr>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td>Informational Text (Science)</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong> Synonyms</td>
<td>Letters: Uu, Vv, Ww, Xx, Yy, Zz</td>
</tr>
<tr>
<td><strong>Vocabulary</strong> cooperate, curious, interesting, slimy, smooth, vet</td>
<td>Reading Foundational Skills</td>
</tr>
<tr>
<td><strong>Target Strategy</strong> Monitor/Clarify</td>
<td>Directionality: Left to Right, Spoken Words to Print Letters and Words: First, Last Letters, Distinguish Letters from Words</td>
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<tr>
<td><strong>Supporting Skills</strong> Conclusions</td>
<td>Speaking and Listening</td>
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# Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-8

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<tr>
<th>Unit 1</th>
<th>This Week’s Essential Question: What kinds of work do people do?</th>
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<tr>
<td>Lesson 4</td>
<td>Paired Selections</td>
</tr>
</tbody>
</table>

**Big Book**
*Everybody Works*

**Genre:** Informational Text (Social Studies)

**Read Aloud Book**
*Pizza At Sally’s*

**Genre:** Realistic Fiction

**Vocabulary Strategies**
Environmental Print

**Vocabulary**
customers, dough, famous, perfect, sprinkled, stretchy

**Text Focus Skill**
Text and Graphic Features

**Target Strategy**
Analyze/Evaluate

**Supporting Skills**
Genre

**MUST DO DAILY:**
Opening Routines

**Phonemic Awareness**
Beginning Sounds Words in Oral Sentences

**Phonics**
Letter Mm

**Reading Foundational Skills**
Demonstrate understanding of the organization and basic features of print
Demonstrate understanding of spoken words, syllables and phonemes
Know and apply phonics skills in decoding words
Fluency
Read emergent texts with purpose and understanding

**Words to Know (High-Frequency Words)**

**Comprehension Skill**
Analyze/Evaluate

**Comprehension Strategy**
Text and Graphic Features

**Concepts of Print**
Capitalization: First Word in a Sentence
Punctuation: Period, Question Mark

**Extend Through Research**
Ask questions

**Listening and Speaking**
Share Ideas

**Grammar Skill**
Action Verbs in Present Tense

**Writing Mode**
Narrative Writing
Class Story (Telling Details)

**Writing Foundational Skills**
Match and write upper/lower case letters
Write left to right with appropriate spacing
Orally segment phonemes in single-syllable, spoken words
Represent phonemes in simple words, using letter-sound relationships
Write or select an initial or final consonant when a medial vowel is provided
Know and apply phonics and word analysis skills when encoding words

**Decodable Readers**
*Mm*
*I Like Mm*

**Vocabulary Reader**
*Our Jobs*

**Leveled Readers:**
- Advanced Readers
  *Jobs On the Farm*
- On Level Readers
  *Selling Things*
- Struggling Readers
  *The Firefighter*
- English Language Learners
  *Let’s Sell Things*
# Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-8

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<thead>
<tr>
<th>Unit 1</th>
<th>This Week's Essential Question: How do tools help us do things with our hands?</th>
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<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
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<th>Research and Speaking and Listening</th>
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<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
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<tr>
<td></td>
<td></td>
<td><strong>MUST DO DAILY:</strong> Opening Routines — Phonemic Awareness Beginning sounds Words in Oral Sentences Phonics Letters Ss Review m, s</td>
<td><strong>Words to Know (High-Frequency Words)</strong> I, like, the, and</td>
<td><strong>Comprehension Skill</strong> Sequence of Events <strong>Comprehension Strategy</strong> Question</td>
<td><strong>Extend Through Media Literacy</strong> Identify Media Forms Research a Tool</td>
<td><strong>Grammar Skill</strong> Action Verbs in Present Tense <strong>Writing Mode</strong> Narrative Writing Writing About Us Class Story (Telling Details) <strong>Writing Foundational Skills</strong> Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationships Write or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words</td>
<td><strong>Decodable Readers</strong> Ss I like Ss <strong>Vocabulary Reader</strong> Make a Kite <strong>Leveled Readers:</strong> Advanced Readers Fun With Friend On Level Readers At the Playground Struggling Readers I Can Do it! English Language Learners The Playground</td>
</tr>
</tbody>
</table>

**Big Book**
*The Handiest Things in the World*
**Genre:** Informational Text

**Read Aloud Book**
*The Little Red Hen*
**Genre:** Folk Tale and Fable

**Vocabulary Strategies**
*Synonyms*

**Vocabulary**
admirered, delicious, delight, doubt, fable, sigh

**Text Focus Skill**
*Details*

**Target Strategy Question**
*Supporting Skills*
*Cause and Effect*
### Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-8

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

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<td><strong>drift, ripen, scurry, sizzle, whisper, whistle</strong></td>
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<td><strong>Represent phonemes in simple words, using letter-sound relationships</strong></td>
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<td><strong>Write or select an initial or final consonant when a medial vowel is provided</strong></td>
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## Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-8

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Classify and Categorize: Sensory Words</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>foolish, frowns, ruffled, special, treasures, tropical</td>
</tr>
<tr>
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<td>Understanding Characters</td>
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<tr>
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<td>Blend Onset and Rime</td>
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<tr>
<td><strong>Segment Onset and Rime</strong></td>
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<tr>
<td><strong>Fluency and High-Frequency Words</strong></td>
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<td><strong>Comprehension</strong></td>
<td><strong>Comprehension Skill</strong></td>
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<td><strong>Understanding Characters</strong></td>
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<td><strong>Writing Mode</strong></td>
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<td><strong>Writing Foundational Skills</strong></td>
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<td>Match and write upper/lower case letters</td>
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<td><strong>Speaking and Listening</strong></td>
<td>Write left to right with appropriate spacing</td>
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<td>Orally segment phonemes in single-syllable, spoken words</td>
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<td><strong>Have a Conversation</strong></td>
<td>Represent phonemes in simple words, using letter-sound relationships</td>
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<td><strong>Decodable &amp; Leveled Readers for Small Group Differentiation</strong></td>
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<tr>
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**Kindergarten ELA Curriculum Map—Quarter 1, Lessons 1-8**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<td>Jonathon and His Mommy</td>
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<td><strong>Vocabulary Strategies</strong></td>
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<td>Classify and Categorize: Action Words</td>
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<td><strong>Vocabulary</strong></td>
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<tr>
<td>backward, beat, leap, strange, wiggle, zigzag</td>
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<td><strong>Text Focus Skill</strong></td>
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<td>Compare and Contrast</td>
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<td>Blend Onset and Rime</td>
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<td>Segment Onset and Rime</td>
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<td><strong>Phonics</strong></td>
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<td>Letter Cc (/k/)</td>
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<tr>
<td>Demonstrate understanding of the organization and basic features of print</td>
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<tr>
<td>Demonstrate understanding of spoken words, syllables and phonemes</td>
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<tr>
<td>Know and apply phonics skills in decoding words</td>
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<td>Fluency</td>
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<td>Read emergent texts with purpose and understanding</td>
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<td><strong>MUST DO DAILY:</strong> Opening Routines</td>
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<td>Phonic Awareness</td>
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<td><strong>Comprehension Strategy</strong></td>
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<td>Research an Animal</td>
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<td><strong>Grammar Skill</strong></td>
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<td>Captions (Descriptive Sentences; Colors, Sensory Words)</td>
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<td>Match and write upper/lower case letters</td>
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<tr>
<td>Write left to right with appropriate spacing</td>
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<tr>
<td>Orally segment phonemes in single-syllable, spoken words</td>
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<tr>
<td>Represent phonemes in simple words, using letter-sound relationships</td>
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<tr>
<td>Write or select an initial or final consonant when a medial vowel is provided</td>
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<tr>
<td>Know and apply phonics and word analysis skills when encoding words</td>
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<td>Cc</td>
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<td>I can see</td>
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<td><strong>Vocabulary Reader</strong></td>
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<td>☘ Struggling Readers</td>
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<td>Let’s Climb</td>
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<td>☑ English Language Learners</td>
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<tr>
<td>At the Aquarium</td>
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For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings
# Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

## Unit 2

### This Week’s Essential Question:
*Why do people use wheels?*

**Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List

**Read Aloud Title:** Tomás and the Library Lady  
**Genre:** Story

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<tr>
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<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research and Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
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</table>
| **Big Book**  
*What Do Wheels Do All Day***  
**Genre:** Informational Text (Science)  
**Read Aloud Book**  
*Good Morning Digger***  
**Genre:** Realistic Fiction  
**Vocabulary Strategies**  
Rhyme  
Synonyms  
**Vocabulary early, weeds, community, cement, vacant, welding** | "Wheels Long Ago and Today"  
**Genre:** Informational Text (Social studies)  
**Text Focus Skill**  
Text and Graphic Features  
**Target Strategy Question**  
Supporting Skills  
Conclusions | **MUST DO DAILY:** Opening Routines  
Phonemic Awareness  
Blend Phonemes  
Phonics  
Letter Pp  
**Reading Foundational Skills**  
Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read emergent texts with purpose and understanding | **Words to Know (High-Frequency Words)**  
Fluency  
Reading Rate | **Comprehension Skill**  
Text and Graphic Features Question | **Extend Through Research**  
Gather and Record Information  
**Speaking and Listening**  
Share Information and Ideas | **Grammar Skill**  
Adjectives for Numbers  
**Writing Mode**  
Informative Writing  
Write to Describe: Description (Descriptive Words, Numbers)  
**Writing Foundational Skills**  
Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words | **Decodable Readers**  
Pp  
*I Like Animals*  
**Vocabulary Reader**  
*My Bike*  
**Leveled Readers:**  
- Advanced Readers  
*Going Fast*  
- On Level Readers  
*The Hayride*  
- Struggling Readers  
*In the City*  
- English Language Learners  
*Going for a Hayride* |
**Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

**Unit 2**

This Week's Essential Question: What can we create with shapes?

**Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  

**Read Aloud Title:** Tomás and the Library Lady  
**Genre:** Story

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<tr>
<th>Lesson 10</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research and Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
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</table>
| **Big Book**  
Mouse Shapes  
Genre: Concept Book  
**Read Aloud Book**  
David's Drawings  
Genre: Realistic Fiction  
**Vocabulary Strategies**  
Classify and Categorize: Shape Words  
**Vocabulary**  
add, fluffy, fresh, grinned, moment, shyly  
| Signs and Shapes  
Genre: Informational Text (Social Studies)  
**Text Focus Skill**  
Story Structure  
**Target Strategy**  
Summarize  
**Supporting Skills**  
Understanding Characters  
* MUST DO DAILY: Opening Routines  
Phonemic Awareness  
Blend Phonemes  
Phonics  
Review Letters Aa (Short a), Tt, Cc (/k/), Pp  
Reading Foundational Skills  
Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read with Expression  
Words to Know (High-Frequency Words)  
Review: see, we, a, to  
Comprehension Skill  
Story Structure  
Comprehension Strategy  
Summarize  
Concepts of Print  
Capitalization: First Letter of a Sentence  
Space Between Words  
Extend Through Research  
Gather and Record Information  
Speaking and Listening  
Talk About Characters  
Grammar Skill  
Adjectives for Size and Shape  
Writing Mode  
Informative Writing  
Write to Describe: Description (Descriptive Words, Size and Shape)  
Writing Foundational Skills  
Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words  
Decodable Readers  
Mmmm, Good! The Playground  
Vocabulary Reader  
Our Classroom  
Leveled Readers:  
Advanced Readers  
A Hat for Cat  
On Level Readers  
The Tree House  
Struggling Readers  
It's a Party  
English Language Learners  
Making a Tree House | Mmmm, Good! The Playground | Our Classroom | Advanced Readers  
A Hat for Cat  
On Level Readers  
The Tree House  
Struggling Readers  
It's a Party  
English Language Learners  
Making a Tree House |
# Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<thead>
<tr>
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<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research and Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
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</thead>
<tbody>
<tr>
<td>Big Book Jump Into January  Genre: Concept Book  Read Aloud Book Every Season  Genre: Informational Text (Social Studies)  Vocabulary Strategies Figurative Language  Vocabulary bloom, pack, scatter, speckled, store, tracks</td>
<td>&quot;Holidays All Year Long&quot;  Genre: Informational Text (Social Studies)  <strong>Text Focus Skill</strong>: Compare and Contrast  <strong>Target Strategy Question</strong>  <strong>Supporting Skills</strong>: Text and Graphic Features</td>
<td><strong>MUST DO DAILY: Opening Routines</strong>  — Phonemic Awareness  Blend Phonemes  Final Sounds  Phonics  Review Letter Aa (short a)  Blending Words  Word Building  <strong>Reading Foundational Skills</strong>: Demonstrate understanding of the organization and basic features of print  Demonstrate understanding of spoken words, syllables and phonemes  Know and apply phonics skills in decoding words  Fluency  Read emergent texts with purpose and understanding</td>
<td>Words to Know (High-Frequency Words)  come, me  Fluency  Pause for Punctuation</td>
<td>Comprehension  <strong>Skill</strong>: Compare and Contrast  <strong>Text and Graphic Features</strong></td>
<td>Extend Through Research  Record and Publish Research  Chart the Weather  <strong>Speaking and Listening</strong>: Share Information</td>
<td><strong>Grammar Skill</strong>: Sentence Parts: Subject  <strong>Writing Mode</strong>: Narrative  <strong>Writing Foundational Skills</strong>: Match and write upper/lower case letters  Write left to right with appropriate spacing  Orally segment phonemes in single-syllable, spoken words  Represent phonemes in simple words, using letter-sound relationships  Write or select an initial or final consonant when a medial vowel is provided  Know and apply phonics and word analysis skills when encoding words</td>
<td>Decodable Readers  Come and See Me  Pam and Me  <strong>Vocabulary Reader</strong>: Fun in July  <strong>Leveled Readers</strong>:  ■ Advanced Readers  June Vacation  ▲ On Level Readers  Fun All Year  ● Struggling Readers  October Days  ◆ English Language Learners  A Year of Fun</td>
</tr>
</tbody>
</table>
**Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week's Essential Question: What do animals do when the weather changes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teach Sometime During Quarter 2:</strong> Required Reading, Read Aloud, Resources are located on CUSD's Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**</td>
<td></td>
</tr>
</tbody>
</table>
| **Read Aloud Title:** Tomás and the Library Lady  
**Genre:** Story |

<table>
<thead>
<tr>
<th>Lesson 12</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research and Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Big Book**  
Snow  
*Genre:* Fantasy  
**Read Aloud Book**  
Storm is Coming!  
*Genre:* Fantasy  
**Vocabulary Strategies**  
Classify and Categorize: Sensory Words  
**Vocabulary**  
guard, huddle, nodded, pasture, silent, stampede | “How Water Changes”  
*Genre:* Informational Text (Science)  
**Text Focus Skill**  
Conclusions  
**Target Strategy**  
Monitor/Clarify  
**Supporting Skills**  
Understanding Characters | **MUST DO DAILY: Opening Routines**  
**Phonemic Awareness**  
Blend Phonemes  
Final sound  
**Phonics**  
Letter: Nn  
Words with n  
Blending Words  
**Reading Foundational Skills**  
Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read emergent texts with purpose and understanding | **Words to Know (High-Frequency Words)** with, my  
**Fluency**  
Read with Expression  
**Comprehension Skill**  
Conclusions  
Understanding Characters  
**Comprehension Strategy**  
Monitor/Clarify  
**Concepts of Print**  
Letters and Words  
Punctuation: Quotation Marks  
**Extend Through Media Literacy**  
Identify Media Forms and Techniques  
**Writing Foundational Skills**  
Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words | **Grammar Skill**  
Sentence Parts: Verb  
**Writing Mode**  
Narrative: Write to Express  
(Fictional Narrative)  
Story Sentences (Exact Verbs)  
**Writing Foundational Skills**  
Adv. Readers: Bears Through The Year  
Struggling Readers: Look at the Bears  
**Leveled Readers:**  
- Advanced Readers  
No Snow  
- On Level Readers: Bears Through The Year  
- Struggling Readers: Winter Vacation  
- English Language Learners: Look at the Bears |  
**Decodable Readers**  
I Can Nap  
Tap with Me  
**Vocabulary Reader**  
Animals in the Snow  
**Leveled Readers:**  
- Advanced Readers  
No Snow  
- On Level Readers: Bears Through The Year  
- Struggling Readers: Winter Vacation  
- English Language Learners: Look at the Bears |
### Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week’s Essential Question: How do animals use their different body parts?</th>
</tr>
</thead>
</table>
| **Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  
**Read Aloud Title:** Tomás and the Library Lady  
**Genre:** Story |

<table>
<thead>
<tr>
<th>Lesson 13</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research and Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| Big Book  | **What Do You Do with a Tail Like This?**  
**Genre:** Informational Text (Science)  
**Read Aloud Book:** A Zebra’s World  
**Genre:** Informational Text |
| Vocabulary Strategies | Classify and Categorize: Color Words  
**Vocabulary** daily, herd, muscles, pattern, several, usually |
| Poems About Animals  
"Wings"  
"Dragonfly"  
"On Our Way"  
"Tails"  
**Genre:** Poetry |
| **Text Focus Skill:** Author’s Purpose  
**Target Strategy:** Visualize  
**Supporting Skills:** Text and Graphic Features |
| MUST DO DAILY: Opening Routines  
Phonemic Awareness  
Blend Phonemes  
Final Sound |
| Phonics  
Letter: Ff  
Words with f  
Blending Words  
**Reading Foundational Skills:** Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read emergent texts with purpose and understanding |
| **Words to Know (High-Frequency Words):** you, what  
**Fluency:** Reading Rate |
| **Comprehension Skill:** Author’s Purpose  
**Comprehension Strategy:** Visualize  
**Concepts of Print:** Words and Sentences  
**Compound Words:** |
| **Extend Through Research:**  
Ask Questions  
**Research:** Animal Fun Facts  
**Speaking and Listening:** Share information and ideas |
| **Grammar Skill:** Complete sentences: Capitalization and Punctuation  
**Writing Mode:** Write to Express (Fictional Narrative)  
**Writing Foundational Skills:** Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words |
| **Decodable Readers:** What Can You See? Fat Cat  
**Vocabulary Reader:** Lots of Birds  
**Leveled Readers:**  
- Advanced Readers  
In the Desert  
- On Level Readers  
My Flower Garden  
- Struggling Readers  
The Pet Show  
- English Language Learners  
Lots of Flowers |
# Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week’s Essential Question: Where do different animals make their homes?</th>
</tr>
</thead>
</table>

**Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  
**Read Aloud Title:** *Tomás and the Library Lady*  
**Genre:** Story

### Lesson 14

<table>
<thead>
<tr>
<th>Big Book</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Turtle Splash</strong></td>
</tr>
<tr>
<td><strong>Genre:</strong> Concept Book</td>
</tr>
</tbody>
</table>

**Essential Question:** What causes events in a story to happen?

**Read Aloud Book**  
*Home for a Tiger, Home for a Bear*  
**Genre:** Informational Text (Science)

**Vocabulary Strategies**  
Classify and Categorize Number Words

**Vocabulary**  
*burrow, desert, (beaver’s) lodge, patient, shade, soaring*

**Text Focus Skill**  
Cause and Effect

**Target Strategy**  
Infer/Predict

**Supporting Skills**  
Author’s Purpose

<table>
<thead>
<tr>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research and Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Where Animals Live&quot;</td>
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<tr>
<td><strong>Genre:</strong> Informational Text (Science)</td>
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<tr>
<td><strong>MUST DO DAILY:</strong> Opening Routines</td>
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<tr>
<td><strong>Phonemic Awareness</strong></td>
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<td><strong>Blend Phonemes</strong></td>
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<tr>
<td><strong>Isolate Middle Sound</strong></td>
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<td><strong>Phonics</strong></td>
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<td><strong>Letter Bb</strong></td>
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<tr>
<td><strong>Words with b</strong></td>
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<tr>
<td><strong>Blending Words</strong></td>
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<tr>
<td><strong>Word Building</strong></td>
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<tr>
<td><strong>Reading Foundational Skills</strong></td>
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<tr>
<td>Demonstrate understanding of the organization and basic features of print</td>
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<tr>
<td>Demonstrate understanding of spoken words, syllables and phonemes</td>
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<tr>
<td>Know and apply phonics skills in decoding words</td>
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<tr>
<td>Fluency</td>
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<tr>
<td>Read emergent texts with purpose and understanding</td>
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</tbody>
</table>

| Words to Know (High-Frequency Words) are, now |
| Comprehension Skill |
| Cause and Effect Author’s Purpose |
| Comprehension Strategy |
| Infer/Predict |
| Concepts of Print |
| Letters and Words |
| Extend Through Media |
| Research Identify Sources Research an Animal Habitat |
| Grammar Skill |
| Verbs in Past Tense |
| Writing Mode |
| Narrative |
| Story (Sequencing Beginning, Middle, Ending) Organization |
| Writing Foundational Skills |
| Match and write upper/lower case letters |
| Write left to right with appropriate spacing |
| Orally segment phonemes in single-syllable, spoken words |
| Represent phonemes in simple words, using letter-sound relationships |
| Write or select an initial or final consonant when a medial vowel is provided |
| Know and apply phonics and word analysis skills when encoding words |

<table>
<thead>
<tr>
<th><strong>Decodable Readers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Now? At Bat</strong></td>
</tr>
<tr>
<td><strong>How Many Ducks?</strong></td>
</tr>
</tbody>
</table>

**Leveled Readers:**
- **Advanced Readers**  
  *Look in the Woods*  
- **On Level Readers**  
  *Splash!*
- **Struggling Readers**  
  *At the Pond*
- **English Language Learners**  
  *Four Frogs*
# Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week’s Essential Question: What can we see in the sky?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teach Sometime During Quarter 2:</strong> Required Reading, Read Aloud, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**</td>
<td><strong>Read Aloud Title:</strong> Tomás and the Library Lady <strong>Genre:</strong> Story</td>
</tr>
</tbody>
</table>

## Lesson 15

### Paired Selections

- **Big Book**
  - *What a Beautiful Sky!*
  - **Genre:** Informational Text (Science)

- **Read Aloud Book**
  - *How Many Stars in the Sky?*
  - **Genre:** Realistic Fiction

### Supporting Skills

- **Vocabulary Strategies**
  - Figurative Language: Simile

- **Vocabulary**
  - dazzling, distance, gazing, leaned, planet, tunnel

### Text Focus

- **Skill**
  - Sequence of Events

- **Strategy**
  - Analyze/ Evaluate

### Reading Foundational Skills

- Demonstrate understanding of the organization and basic features of print
- Demonstrate understanding of spoken words, syllables and phonemes
- Know and apply phonics skills in decoding words
- Fluency
  - Pause for Punctuation

### MUST DO DAILY: Opening Routines

- **Phonemic Awareness, Phonics and Spelling**
  - Blend Phonemes
  - Isolate Middle Sounds

- **Phonics**
  - Review Letters Aa (Short a), Mn, Ff, Bb
  - Words with a (Short a), n, f, b
  - Blending Review Word Building

### Fluency

- **High-Frequency Words**
  - Review: come, me, with, my, you, what, are, now

### Comprehension

- **Concepts of Print**
  - Letters, Words, and Sentences

### Grammar and Writing

- **Statements (Capitalization and Punctuation)**

### Decodable Readers

- **Decodable & Leveled Readers for Small Group Differentiation**
  - **English Language Learners**
    - Rain Today
  - **Leveled Readers:**
    - Advanced Readers
    - The Storm
    - On Level Readers
    - Rainy Day
    - Struggling Readers
    - Look UP!
  - **Vocabulary Reader**
    - In the Sky
  - **Grammar Skill**
    - Narrative Writing Story
  - **Writing Foundational Skills**
    - Match and write upper/lower case letters
    - Write left to right with appropriate spacing
    - Orally segment phonemes in single-syllable, spoken words
    - Represent phonemes in simple words, using letter-sound relationships
    - Write or select an initial or final consonant when a medial vowel is provided
    - Know and apply phonics and word analysis skills when encoding words

- **Extend Through Research**
  - Gather and Record Information

- **Speaking and Listening**
  - Share Information and Ideas
  - Talk About the Night Sky
## Kindergarten ELA Curriculum Map—Quarter 2, Lessons 9-16

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

### Unit 4
**This Week’s Essential Question:** What kinds of things do scientists study?

**Teach Sometime During Quarter 2:** Required Reading, Read Aloud, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  
**Read Aloud Title: Tomás and the Library Lady  Genre: Story**

<table>
<thead>
<tr>
<th>Lesson 16</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research, Speaking and Listening, Study Skills</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Big Book** | Benjamin Franklin, Inventor | **MUST DO DAILY: Opening Routines**—**Phonemic Awareness** Blend Phonemes Isolate Middle Sound **Phonics** Letter li Words with Long i and Short i Blending Words **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print Demonstrate understanding of spoken words, syllables and phonemes Know and apply phonics skills in decoding words Fluency Read emergent texts with purpose and understanding **Words to Know (High-Frequency Words)** is, how, of, so, many, where **Fluency Strategy** Pause for Punctuation | **Comprehension Skill** Details Main Idea Graphic Organizer: Web Map **Comprehension Strategy** Summarize **Concepts of Print** Parts of a Book Role of Author, Illustrator Directionality: Left to Right Punctuation: Question Mark, Period | **Extend Through Media and Research Literacy** Share Ideas About Science **Speaking and Listening** Share Ideas **Study Skills** Distinguish Fantasy from Realism Form Questions: Use and Respond to Question Words Parts of a Book: Front and Back Covers, Title Page Parts of a Book: Table of Contents, Page Numbers | **Grammar Skill** Questions **Writing Mode** Write to Narrate (personal Narrative Message (Different Parts)) **Writing Foundational Skills** Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationships Write or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words | **Decodable Readers** | What Is It? Fit is My Cab **Vocabulary Reader** Camping Under the Stars **Leveled Readers:**  
- Advanced Readers In the Tree  
- Struggling Readers Animals in the Woods  
- English Language Learners In My Yard |
### Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>This Week's Essential Question: How do living things change as they grow?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 17</strong></td>
<td></td>
</tr>
<tr>
<td>Paired Selections</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness, Phonics and Spelling</td>
<td></td>
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<tr>
<td>Fluency and High-Frequency Words</td>
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<tr>
<td>Comprehension Skill</td>
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<tr>
<td>Research, Speaking and Listening, Study Skills</td>
<td></td>
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<tr>
<td>Grammar and Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Decodable &amp; Leveled Readers for Small Group Differentiation</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Big Book**
*From Caterpillar to Butterfly*
**Genre:** Informational Text

**Read Aloud Book**
*It is the Wind*
**Genre:** Realistic Fiction

**Vocabulary Strategies**
*Multiple Meaning Words*

**Vocabulary**
*creaks, hare, hinge, howling (wind), path, sways*

**Text Focus Skill**
*Sequence of Events*

**Target Strategy**
*Infer/Predict*

**Supporting Skills**
*Author’s Word Choice*

**MUST DO DAILY:**

- **Opening Routines**
- **Phonemic Awareness**
  - Blend Phonemes
  - Segment Phonemes
- **Phonics**
  - Letter Gg
  - Words with g
  - Blending Words
  - Word Building
- **Reading Foundational Skills**
  - Demonstrate understanding of the organization and basic features of print
  - Demonstrate understanding of spoken words, syllables and phonemes
  - Know and apply phonics skills in decoding words
  - Fluency
  - Read emergent texts with purpose and understanding

**Words to Know (High-Frequency Words)**
*find, this, from, came, but, on*

**Comprehension Skill**
*Sequence of Events*
*Author’s Word Choice*

**Comprehension Strategy**
*Infer/Predict*

**Concepts of Print**
*Using Pictures and Text Poetry*

**Extend Through Research**
*Identify Sources*

**Speaking and Listening**
*Share Information and Ideas*

**Study Skills**
*Distinguish Fantasy from Realism*
*Form Questions: Use and Respond to Question Words*
*Parts of a Book: Front and Back Covers, Title Page*
*Parts of a Book: Table of Contents, Page Numbers*

**Grammar Skill**
*Proper Nouns for Places, People, and Pets*

**Writing Mode**
*Write to Narrate (Personal Narrative): Message (Different Parts)*

**Writing Foundational Skills**
*Match and write upper/lower case letters*
*Write left to right with appropriate spacing*
*Orally segment phonemes in single-syllable, spoken words*
*Represent phonemes in simple words, using letter-sound relationships*
*Write or select an initial or final consonant when a medial vowel is provided*
*Know and apply phonics and word analysis skills when encoding words*

**Decodable Readers**
*Can You Find it? Gig Pig*

**Vocabulary Reader**
*Bugs!*

**Leveled Readers:**
- **Advanced Readers**
  - Rosie and the Bug Jar
- **On Level Readers**
  - Find the Bug
- **Struggling Readers**
  - Bug Parts
- **English Language Learners**
  - Look for Bugs
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>This Week's Essential Question: In what ways is the Atlantic Ocean special?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 18</td>
<td>Paired Selections</td>
</tr>
<tr>
<td>Big Book Atlantic</td>
<td>Poems About the Sea “If You Ever” “A Sailor Went to Sea, Sea, Sea” “Ten Little Fishes” “Undersea”</td>
</tr>
<tr>
<td>Read Aloud Book One-Dog Canoe</td>
<td>Genre: Fiction</td>
</tr>
<tr>
<td>Vocabulary Strategies</td>
<td>Context Clues</td>
</tr>
</tbody>
</table>

**Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*
# Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>This Week's Essential Question: What kinds of things could happen on a hike?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 19</td>
<td></td>
</tr>
<tr>
<td><strong>Big Book</strong> Sheep Take a Hike</td>
<td><strong>Genre:</strong> Fantasy</td>
</tr>
<tr>
<td><strong>Read Aloud Book</strong> Nicky and the Rainy Day</td>
<td><strong>Genre:</strong> Fantasy</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong> Antonyms</td>
<td><strong>Vocabulary</strong> blizzards, boring, cliffs, impossible, jungle, meadow</td>
</tr>
</tbody>
</table>

**Paired Selections**

- **Text Focus Skill** Cause and Effect
- **Reading Foundational Skills** Demonstrate understanding of the organization and basic features of print
- **Supporting Skills** Sequence of Events

**Phonemic Awareness, Phonics and Spelling**

- **Phonemic Awareness** Blend Phonemes, Segment Phonemes
- **Phonics** Letter Dd, Words with d, Blending Words, Word Building

**Fluency and High-Frequency Words**

- **Words to Know (High-Frequency Words)** go, for, here, they, soon, up
- **Fluency** Pause for Punctuation

**Comprehension**

- **Comprehension Skill** Cause and Effect, Sequence of Events
- **Comprehension Strategy** Question
- **Concepts of Print** Punctuation: Period, Question Mark, Exclamation Point
- **Directionality** Top to Bottom, Left to Right

**Research, Speaking and Listening, Study Skills**

- **Speaking and Listening** Share Ideas, Tell a Story Together
- **Study Skills** Distinguish Fantasy from Realism, Form Questions: Use and Respond to Question Words

**Grammar and Writing**

- **Grammar Skill** Verbs in Past Tense
- **Writing Mode** Write a Narrative (Personal Narrative), Story (Exact Nouns)
- **Writing Foundational Skills** Match and write upper/lower case letters, Write left to right with appropriate spacing, Orally segment phonemes in single-syllable, spoken words, Represent phonemes in simple words, using lettersound relationships, Write or select an initial or final consonant when a medial vowel is provided, Know and apply phonics and word analysis skills when encoding words

**Decodable & Leveled Readers for Small Group Differentiation**

- **Decodable Readers** Go for It! D is for Dad
- **Vocabulary Reader** Going for a Hike
- **Leveled Readers**: ■ Advanced Readers, Come for a Swim ▲ On Level Readers, Summer Camp ● Struggling Readers, Taking Pictures ♦ English Language Learners, Fun at Camp
## Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<th>Unit 4</th>
<th>This Week’s Essential Question: What do scientists do when they discover something new?</th>
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<td>Lesson 20</td>
<td>Paired Selections</td>
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<tr>
<td><strong>Phonemic Awareness, Phonics and Spelling</strong></td>
<td><strong>Fluency and High-Frequency Words</strong></td>
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<td><strong>Big Book</strong></td>
<td><strong>MUST DO DAILY: Opening Routines</strong></td>
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<tr>
<td><em>Curious George’s Dinosaur Discovery</em></td>
<td><strong>Phonemic Awareness</strong></td>
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<tr>
<td><em>Genre:</em> Fantasy</td>
<td><strong>Phonics</strong></td>
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<tr>
<td><strong>Read Aloud Book</strong></td>
<td><strong>Reading Foundational Skills</strong></td>
</tr>
<tr>
<td><em>Duck &amp; Goose</em></td>
<td>Demonstrate understanding of the organization and basic features of print</td>
</tr>
<tr>
<td><em>Genre:</em> Fantasy</td>
<td>Demonstrate understanding of spoken words, syllables and phonemes</td>
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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Know and apply phonics skills in decoding words</td>
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<tr>
<td><em>Synonyms</em></td>
<td>Fluency</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>Read emergent texts with purpose and understanding</td>
</tr>
<tr>
<td><em>apologized, attention, confusion, notice, snooze, webbed</em></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Writing Foundational Skills</strong></td>
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## Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<td><strong>Lesson 21</strong></td>
<td><strong>Paired Selections</strong></td>
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<td><strong>Big Book</strong></td>
<td>Poems About Music “Celebration” “The Lobsters and the Fiddler Crab” The More We Get Together”</td>
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<tr>
<td><strong>Zin! Zin! A Violin</strong></td>
<td>Poetry</td>
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<td><strong>Genre:</strong></td>
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<td><strong>Read Aloud Book</strong></td>
<td><strong>Letter: Oo (short O)</strong></td>
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<tr>
<td><strong>Simon and Molly plus Hester</strong></td>
<td><strong>Adding –s (/s/, /z/)(no formal lesson)</strong></td>
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<tr>
<td><strong>Genre:</strong></td>
<td><strong>Blending Words</strong></td>
</tr>
<tr>
<td><strong>Realistic Fiction</strong></td>
<td>** demonstratereadingfoundationalskills**</td>
</tr>
<tr>
<td><strong>Text Focus Skill</strong></td>
<td><strong>Read Foundational Skills</strong></td>
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<td><strong>Details</strong></td>
<td><strong>Demonstrate understanding of the organization and basic features of print</strong></td>
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<td><strong>Target Strategy</strong></td>
<td><strong>Demonstrate understanding of spoken words, syllables and phonemes</strong></td>
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<tr>
<td><strong>Infer/Predict</strong></td>
<td><strong>Know and apply phonic skills in decoding words</strong></td>
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<td><strong>Supporting Skills</strong></td>
<td><strong>Read emergent texts with purpose and understanding</strong></td>
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# Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<td><strong>Paired Selections</strong></td>
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<td><strong>Big Book</strong></td>
<td>Leo The Late Bloomer</td>
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<td><strong>Genre:</strong> Fantasy</td>
<td><strong>Text Focus Skill</strong> Story Structure</td>
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<td><strong>Read Aloud Book</strong></td>
<td>A Tiger Grows Up</td>
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<td><strong>Genre:</strong> Informational Text (Science)</td>
<td><strong>Target Strategy Analyze/Evaluate</strong></td>
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<td><strong>Vocabulary Strategies Antonyms</strong></td>
<td><strong>Supporting Skills</strong> Sequence of Events</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies Antonyms</strong></td>
<td><strong>Supporting Skills</strong> Sequence of Events</td>
</tr>
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<tr>
<td><strong>Vocabulary Strategies Antonyms</strong></td>
<td><strong>Supporting Skills</strong> Sequence of Events</td>
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</tbody>
</table>
## Kindergarten ELA Curriculum Map—Quarter 3, Lessons 17-23

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<td><strong>Lesson 23</strong></td>
<td><strong>Paired Selections</strong></td>
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<td><strong>Big Book</strong></td>
<td>Growing Sunflowers</td>
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<tr>
<td><em>Zinnia's Flower Garden</em></td>
<td>Genre: Informational Text (Social Studies)</td>
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<tr>
<td><strong>Text Focus Skill</strong></td>
<td>Letter Ee (Short e)</td>
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<td><strong>Target Strategy</strong></td>
<td>Words with e (Long e, Short e)</td>
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<tr>
<td><strong>Supporting Skills</strong></td>
<td>Blending Words</td>
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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Reading Foundational Skills</td>
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<tr>
<td><strong>Context Clues</strong></td>
<td>Supporting Skills</td>
</tr>
<tr>
<td><strong>tadpole,</strong> stared, gills, hatch, shrink, (river) bank</td>
<td></td>
</tr>
</tbody>
</table>
# Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

## Unit 5
This Week's Essential Question: How do animals’ colors help them survive?

**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**

<table>
<thead>
<tr>
<th>Text Title:</th>
<th>Put Me in the Zoo (Student Read Text)</th>
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</thead>
<tbody>
<tr>
<td><strong>Genre:</strong></td>
<td>Story</td>
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<table>
<thead>
<tr>
<th>Lesson 24</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research, Speaking and Listening, Study Skills</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Book</strong> Chameleon, Chameleon</td>
<td><strong>Genre:</strong> Informational Text (Science)</td>
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<tr>
<td><strong>Text Read Aloud Book:</strong> Red Eyes or Blue Feathers</td>
<td><strong>Genre:</strong> Informational Text (Science)</td>
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<tr>
<td><strong>Vocabulary Strategy</strong> Classify and Categorize: Describing Words</td>
<td><strong>Vocabulary</strong> communicate, mood, scent, sly, survive, temperature</td>
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<tr>
<td><strong>Target Strategy</strong> Monitor/Clarify</td>
<td><strong>Supporting Skills</strong> Author’s Purpose</td>
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</tr>
<tr>
<td>&quot;Amazing Animal Bodies&quot; Opening Routines</td>
<td>Phonemic Awareness Blend and Segment Phonemes Substitute Phonemes</td>
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<tr>
<td>Blending Words Word Building</td>
<td>Phonics Letters Hh, Kk Words with h, k</td>
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<tr>
<td>Reading Foundational Skills Demonstrate understanding of the organization and basic features of print</td>
<td>Demonstrate understanding of spoken words, syllables and phonemes</td>
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<tr>
<td>Know and apply phonics skills in decoding words</td>
<td>Fluency Pause for Punctuation</td>
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<tr>
<td>Read emergent texts with purpose and understanding</td>
<td><strong>Words to Know (High-Frequency Words)</strong> he, no, away, by, must, there</td>
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<tr>
<td><strong>Comprehension Skill</strong> Conclusions Author’s Purpose Graphic Organizer: Conclusion Flow Map</td>
<td><strong>Speaking and Listening</strong> Play a Guessing Game</td>
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<tr>
<td><strong>Comprehension Strategy</strong> Monitor/Clarity</td>
<td><strong>Study Skills</strong> Different Types of Print Materials Parts of a Library Alphabetical Order Use Newspapers</td>
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<tr>
<td><strong>Concepts of Print</strong> Sound words Types, Functions of Print Materials</td>
<td><strong>Grammar Skill</strong> Questions (Capitalization and Punctuation)</td>
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<tr>
<td><strong>Writing Mode</strong> Write to Inform Report (Dictate Facts)</td>
<td><strong>Writing Foundational Skills</strong> Match and write upper/lower case letters Write left to right with appropriate spacing Orally segment phonemes in single-syllable, spoken words Represent phonemes in simple words, using letter-sound relationships Write or select an initial or final consonant when a medial vowel is provided Know and apply phonics and word analysis skills when encoding words</td>
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<tr>
<td><strong>Decodable Readers</strong> Hog in a Hat Kid Hid</td>
<td><strong>Decodable Readers</strong> Hog in a Hat Kid Hid</td>
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<tr>
<td><strong>Vocabulary Reader</strong> The Lion</td>
<td><strong>Vocabulary Reader</strong> The Lion</td>
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<tr>
<td><strong>Leveled Readers:</strong></td>
<td><strong>Leveled Readers:</strong></td>
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<tr>
<td>■ Advanced Readers What Animals Eat</td>
<td>■ Advanced Readers What Animals Eat</td>
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<tr>
<td>▲ On Level Readers Feeding Our Pets</td>
<td>▲ On Level Readers Feeding Our Pets</td>
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<tr>
<td>● Struggling Readers Bugs for Dinner</td>
<td>● Struggling Readers Bugs for Dinner</td>
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<tr>
<td>◆ English Language Learners Pets at School</td>
<td>◆ English Language Learners Pets at School</td>
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</tbody>
</table>
## Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

### Unit 5

**This Week's Essential Question:** How do people get food from plants?

**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**

**Text Title:** Put Me in the Zoo (Student Read Text)  
**Genre:** Story

### Lesson 25

**Paired Selections**  
**Phonemic Awareness, Phonics and Spelling**  
**Fluency and High-Frequency Words**  
**Comprehension Skill**  
**Extend Through Research**  
**Grammar and Writing Skill**

**Big Book**  
*Pie in the Sky*  
**Genre:** Realistic Fiction  
**Read Aloud Book:**  
*Bread Comes to Life*  
**Genre:** Informational Text

**Text Focus Skill**  
Text and Graphic Features

**Target Strategy**  
Summarize

**Supporting Skills**  
Sequence of Events

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<th>MUST DO DAILY: Opening Routines</th>
<th>Words to Know (High-Frequency Words)</th>
<th>Comprehension Strategy</th>
<th>Extend Through Research</th>
<th>Grammar Skill</th>
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<tr>
<td>Phonemic Awareness</td>
<td>Phonemes</td>
<td>Text and Graphic Features</td>
<td>Favorite Recipes</td>
<td>Exclamations (Capitalization and Punctuation)</td>
</tr>
<tr>
<td>Phonics</td>
<td>Review: over, by, them, ate, her, there, give, could, when, make, say, she, some, play, new, all, away, said, was, he, must, good, then, no</td>
<td>Comprehension Skill</td>
<td>Research</td>
<td>Writing Mode</td>
</tr>
<tr>
<td>Fluency</td>
<td>Read with Expression</td>
<td>Text and Graphic Features</td>
<td>Sequence of Events</td>
<td>Write to inform: Report (dictate facts)</td>
</tr>
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</table>

**Concepts of Print**  
Using Pictures, Text Types, Functions of Print Material

**Study Skills**  
Different Types of Print materials

**Extend Through Research**  
Favorite Recipes

**Writing Foundational Skills**  
Match and write upper/lower case letters

**Writing Mode**  
Write to inform: Report (dictate facts)

**Grammar Skill**  
Exclamations (Capitalization and Punctuation)

**Vocabulary Strategy**  
Classify and Categorize: Seasons

**Vocabulary**  
crop, golden, patch, sprout, sturdy, grind

**Words to Know**  
over, by, them, ate, her, there, give, could, when, make, say, she, some, play, new, all, away, said, was, he, must, good, then, no

**Fluency**  
Read with Expression

**Comprehension Strategy**  
Summarize

**Extend Through Research**  
Favorite Recipes

**Grammar Skill**  
Exclamations (Capitalization and Punctuation)

**Writing Mode**  
Write to inform: Report (dictate facts)

**Grammar Skill**  
Exclamations (Capitalization and Punctuation)

**Leveled Readers:**
- **Advanced Readers**  
  *Making a Mud Pie*
- **On Level Readers**  
  *Apples*
- **Struggling Readers**  
  *The Baker*
- **English Language Learners**  
  *We Like Apples*
# Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<tr>
<th>Unit 6</th>
<th>This Week's Essential Question: Why is it important to try hard?</th>
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**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  
**Text Title:** *Put Me in the Zoo* (Student Read Text)  
**Genre:** Story

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<thead>
<tr>
<th>Lesson 26</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research, Speaking and Listening, Study Skills</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Big Book**  
*Kitten’s First Full Moon*  
**Genre:** Fiction  
**Read Aloud Book:**  
*Curious George Makes Pancakes*  
**Genre:** Fantasy  
**Vocabulary Strategy**  
Antonyms  
**Vocabulary**  
assistant, enormous, generous, mayor, shocked, volunteers |
| **Text Focus Skill**  
**Conclusion** |
| **Phonics**  
Letter Uu (short U)  
Words with u (short u)  
Blending Words |
| **Reading Foundational Skills**  
Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read emergent texts with purpose and understanding |
| **Words to Know (High-Frequency Words)**  
do, down, went, only, little, just  
**Fluency**  
Pause for Punctuation |
| **Comprehension Skill**  
Conclusions  
Genre: fantasy vs. realistic text  
Graphic Organizer: Drawing Conclusions |
| **Speaking and Listening**  
Talk About Trying Your Best |
| **Study Skills**  
Give an Oral Report  
Use Visuals and Props  
Use a Map  
Use a Calendar |
| **Grammar Skill**  
Nouns: Singular and Plural  
**Writing Mode**  
Write to Express Responses to Literature (Sentence Frames, Expressing an Opinion)  
**Writing Foundational Skills**  
Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words |
| **Decodable Readers**  
*Fun, fun, Fun Bug and Cat*  
**Vocabulary Reader**  
*I Can!* |
| **Leveled Readers:**  
Advanced Readers  
Team Work  
On Level Readers  
*Things I Can Do*  
Struggling Readers  
*Things I like to Do*  
English Language Learners  
*Things I like to Do* |
## Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<tr>
<th>Unit 6</th>
<th>This Week’s Essential Question: What is it like to be the youngest in a family?</th>
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**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  
*Text Title:* *Put Me in the Zoo* (Student Read Text)  
*Genre:* Story

<table>
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<th>Lesson 27</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research, Speaking and Listening, Study Skills</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| Big Book | One of Three Genres:  
Realistic Fiction  
*Read Aloud Book:*  
Someone Bigger  
*Genre:* Humorous Fiction  
*Vocabulary Strategies:*  
Classify and Categorize: Places  
*Vocabulary:* creatures, firmly, kite, launched (a kite), light, replied  
*Text Focus Skill:* Compare and Contrast  
*Target Strategy:* Monitor/Clarify  
*Supporting Skills:* Understanding Characters  
*MUST DO DAILY:*  
*Opening Routines*  
Phonemic Awareness  
*Phonics:* Letters Ll, Ww  
Words with I, w  
Blending Words  
*Reading Foundational Skills:* Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency: Read with Expression  
*Words to Know (High-Frequency Words)*: have, help, one, every, ask, walk  
*Comprehension Skill:* Compare and Contrast  
Understanding Characters  
Graphic Organizer: Venn Diagram  
*Extend Through Media Literacy:* Identify Media Forms and Techniques  
*Speaking and Listening:* Talking About a Trip  
*Study Skills:* Give an Oral Report  
Use Visuals and Props  
Use a Map  
Use a Calendar  
*Grammar Skill:* Subject-Verb Agreement (Past, Present, Future)  
*Writing Mode:* Write to Express: Response to Literature (Sentence Frames, Giving Reasons)  
*Writing Foundational Skills:* Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words  
*Big Book*  
*Genre:* Realistic Fiction  
*Read Aloud Book:* Someone Bigger  
*Genre:* Humorous Fiction  
*Vocabulary Strategies:* Classify and Categorize: Places  
*Vocabulary:* creatures, firmly, kite, launched (a kite), light, replied  
*Text Focus Skill:* Compare and Contrast  
*Target Strategy:* Monitor/Clarify  
*Supporting Skills:* Understanding Characters  
*MUST DO DAILY:*  
*Opening Routines*  
Phonemic Awareness  
*Phonics:* Letters Ll, Ww  
Words with I, w  
Blending Words  
*Reading Foundational Skills:* Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency: Read with Expression  
*Words to Know (High-Frequency Words)*: have, help, one, every, ask, walk  
*Comprehension Skill:* Compare and Contrast  
Understanding Characters  
Graphic Organizer: Venn Diagram  
*Extend Through Media Literacy:* Identify Media Forms and Techniques  
*Speaking and Listening:* Talking About a Trip  
*Study Skills:* Give an Oral Report  
Use Visuals and Props  
Use a Map  
Use a Calendar  
*Grammar Skill:* Subject-Verb Agreement (Past, Present, Future)  
*Writing Mode:* Write to Express: Response to Literature (Sentence Frames, Giving Reasons)  
*Writing Foundational Skills:* Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words  
*Decodable Readers*: Win a Cup! Wes Can Help  
*Vocabulary Reader:* Let’s Have Fun  
*Leveled Readers:*  
- Advanced Readers Dan and His Brothers  
- On Level Readers My Big Brother Ned  
- Struggling Readers Our Room  
- English Language Learners My Brother
## Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

### Unit 6

**This Week’s Essential Question:** Why is it important to help your friends?

**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**

**Text Title:** *Put Me in the Zoo* (Student Read Text)  
**Genre:** Story

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<th>Lesson 28</th>
<th>Paired Selections</th>
<th>Phonemic Awareness, Phonics and Spelling</th>
<th>Fluency and High-Frequency Words</th>
<th>Comprehension</th>
<th>Research, Speaking and Listening, Study Skills</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| Big Book  | You Can Do It, Curious George!  
**Genre:** Fantasy  
**Read Aloud Book:** The Little Engine That Could  
**Genre:** Fantasy  
**Vocabulary Strategy**  
**Context Clues**  
**Vocabulary**  
**bellowed,** dingy, rumbled, valley, waiters, weary  
**Text Focus Skill**  
**Story Structure**  
**Target Strategy**  
**Infer/Predict**  
**Supporting Skills**  
**Genre:** Fantasy  
**Reading Foundational Skills**  
Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read emergent texts with purpose and understanding  
**MUST DO DAILY: Opening Routines**  
**— Phonemic Awareness**  
Substitute Phonemes  
**Phonics**  
Letters Vv, Zz  
Words with v, z  
Blending Words  
**Comprehension Skill**  
Story Structure  
Genre: Fantasy  
Graphic Organizer: Story Map  
**Comprehension Strategy**  
Infer/Predict  
**Concepts of Print**  
Environmental Print  
**Extend Through Media Literacy**  
Write About Curious George  
**Speaking and Listening**  
Share Ideas  
**Study Skills**  
Give and Oral Report  
Use Visuals and Props  
Use a Map  
Use a Calendar  
**Grammar Skill**  
Subject-Verb Agreement (Past, Present, Future)  
**Writing Mode**  
Write to Express: Response to Literature  
**Writing Foundational Skills**  
Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using lettersound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Know and apply phonics and word analysis skills when encoding words  
**Decodable Readers**  
Vet on a Job!  
Roz the Vet  
**Vocabulary Reader**  
Playing Ball  
**Leveled Readers:**  
- Advanced Readers  
Curious George Goes for a Ride  
- Struggling Readers  
Up and Away Curious George  
- English Language Learners  
Curious George Likes to Ride |
## Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

### This Week’s Essential Question: What do children learn in kindergarten?

**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  
**Text Title:** *Put Me in the Zoo* (Student Read Text)  
**Genre:** Story

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<th>Research, Speaking and Listening, Study Skills</th>
<th>Grammar and Writing</th>
<th>Decodable &amp; Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Big Book**  
*Look At Us*  
*Genre:* Informational Text (Social Studies)  
**Read Aloud Book:**  
*Baby Brains*  
*Genre:* Fiction  
**Vocabulary Strategy**  
*Figurative Language*  
**Oral Vocabulary**  
*certainly, embarrassed, language, mumbled, popular, study*  
| "The Three Little Pigs"  
*Genre*  
Fairy Tale (Traditional Tale)  
**Text Focus Skill**  
Main Idea and Details  
**Target Strategy**  
Question  
**Supporting Skills**  
Author’s Purpose  |  
| **MUST DO DAILY:**  
*Opening Routines*  
—  
**Phonemic Awareness**  
Track Syllables  
**Phonics**  
Letters Yy, Qu (qu)  
Words with q (qu)  
Blending Words  
**Reading Foundational Skills**  
Demonstrate understanding of the organization and basic features of print  
Demonstrate understanding of spoken words, syllables and phonemes  
Know and apply phonics skills in decoding words  
Fluency  
Read emergent texts with purpose and understanding  | **Words to Know (High-Frequency Words)**  
off, take, our, day, too, show  | **Comprehension Skill**  
Main Idea and Details  
Graphic Organizer: Story Web  | **Extend Through Research**  
Discuss Simon James Books  | **Grammar Skill**  
Prepositions: for, to, with, from, of  | **Decodable Readers**  
Not Yet  
*Can Not Quit Yet*  |
| **Writing Mode**  
*Write to Express Journal*  
**Writing Foundational Skills**  
Match and write upper/lower case letters  
Write left to right with appropriate spacing  
Orally segment phonemes in single-syllable, spoken words  
Represent phonemes in simple words, using letter-sound relationships  
Write or select an initial or final consonant when a medial vowel is provided  
Demonstrate and understand that each syllable is organized around a vowel sound  
Know and apply phonics and word analysis skills when encoding words  | **Concepts of Print**  
Types, Functions of Print Materials  | **Study Skills**  
Give an Oral Report  
Use Visuals and Use Props  
Use Maps  
Use Calendars  | **Vocabulary Reader**  
*Our*  | **Leveled Readers:**  
*Advanced Readers*  
*Lots of Helpers*  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
### Kindergarten ELA Curriculum Map—Quarter 4, Lessons 24-30

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

**Unit 6**

**This Week's Essential Question:** What can I do to be a good friend or a good neighbor?

**Teach Sometime During Quarter 4:** Required Reading Text, Resources are located on CUSD’s Curriculum Website—English Language Arts—Teacher Access—Arizona Standards Reading List**  

**Text Title:** Put Me in the Zoo  
**Genre:** Story

**Lesson 30**  
**Paired Selections**

<table>
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<tr>
<th>Big Book</th>
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</thead>
<tbody>
<tr>
<td>Genre</td>
<td>Fantasy</td>
</tr>
</tbody>
</table>

**Read Aloud Book:** Pet Show!  
**Genre:** Realistic Fiction

**Text Focus Skill**

- **Informational Text (Social Studies)**
- **Track Syllables**
- **Blending Review**
- **Words with –s, -ing**

**Target Strategy**

- **Summarize**

**Supporting Skills**

- **Genre:** Fantasy vs. Realistic Text
- **Review Letters Aa (short a), Ee (short e), Ii (short i), Oo (short o), Uu (short u)**
- **Review: do, little, look, saw, down, just, out, put, have, one, off, our, help, every, take, day, went, ask, very, too, only, walk, their, show**

**Fluency**

- **Read with Expression**
- **Read emergent texts with purpose and understanding**

**Phonemic Awareness, Phonics and Spelling**

- **MUST DO DAILY: Opening Routines**
- **Phonics**
  - Review Letters Aa (short a), Ee (short e), Ii (short i), Oo (short o), Uu (short u)
  - Blending Review Words with –s, -ing

**Comprehension**

- **Words to Know (High-Frequency Words)**
  - Review: do, little, look, saw, down, just, out, put, have, one, off, our, help, every, take, day, went, ask, very, too, only, walk, their, show

**Research, Speaking and Listening, Study Skills**

- **Comprehension Skill**
  - Understanding Characters
  - Graphic Organizer: T-Map

**Decodable & Leveled Readers for Small Group Differentiation**

- **Max is Down**
- **A Fun Job**

**Vocabulary Reader**

- **Trip to the Fire Station**

**Leveled Readers:**

- **Advanced Readers**
  - A Very Nice Lunch
- **On Level Readers**
  - The Costume Box
- **Struggling Readers**
  - Our Class Band
- **English Language Learners**
  - Dressing Up