

## Quarter 1 ELA Map (Unit 1 and 2 Wonders & Foundations)

Standard	I Can Statements	Section
<p>RF.K.1d Recognize and name all the uppercase and lowercase letters</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the sounds for each consonant.</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>L.K.1a.Print many upper- and lowercase letters.</p> <p>RF.K.3c Read common high-frequency words by sight.</p> <p>RF.K.2d Isolate and pronounce the initial, medial, and final sounds in three-phoneme words.</p> <p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can name lowercase letters. I can name capital letters.</p> <p>I can say the sounds for letters.</p> <p>I can write to tell my opinion.</p> <p>I can write letters correctly.</p> <p>I can read sight words.</p>	<p>Letter Identification (Orientation- Unit 1 Week 7) t,b,f,n,m,i,u,c,o,a,g,d,s,e,r)</p> <p>Sound Production (Orientation- Unit 1 Week 7) t,b,f,n,m,i,u,c,o,a,g,d,s,e,r)</p> <p>Opinion Writing</p> <p>Letter Formation (Orientation- Unit 1 Week 7) t,b,f,n,m,i,u,c,o,a,g,d,s,e,r)</p> <p>High-Frequency Words</p> <p>Decodable words</p> <p>Fluency Sentences and decodable words</p> <p>Fluency Sentences</p> <p>Comprehension</p>

<p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>K.RL.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p> <p><b>K.SL.1a</b> Follow agreed-upon rules for discussion.</p> <p><b>K.SL.1b</b> Continue a conversation through multiple exchanges.</p> <p><b>K.SL.6</b> Speak audibly and express thought, feelings, and ideas clearly.</p> <p><b>K.RI.5</b> Identify the front cover, back cover, and title page of a book.</p>	<p>I can read CVC words.</p> <p>can decode words.</p> <p>I can read to learn about _____.</p> <p>I can listen to a story to learn about _____.</p> <p>I can ask and answer questions about what was read.</p> <p>I can use a picture and words to tell about a topic.</p> <p>I can take part in group reading activities.</p> <p>I can take part in group talks about topics and stories.</p>	<p>Comprehension</p> <p>Explanatory Writing</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Checklist</p>
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<p><b>K.RF.1 Demonstrate understanding of the organization and basic features of print.</b></p> <p><b>K. RF. 1b Recognize that spoken words are represented in written language by specific sequences of letters.</b></p> <p><b>K.RF. 1c Understand that words are separated by spaces in print.</b></p> <p><b>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p>	<p><b>I can listen to and share with others.</b></p> <p><b>I can have conversations with others.</b></p> <p><b>I can speak clearly.</b></p> <p><b>I can name parts of a book.</b></p> <p><b>I can tell how a book is organized.</b></p> <p><b>I know that written words represent spoken words.</b></p> <p><b>I know that words are separated by spaces in print.</b></p> <p><b>I can use what I know and learn to answer questions.</b></p>	
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## Quarter 2 ELA Map (Unit 3 and 4 Wonders & Foundations)

Standard	I Can Statements	Section
<p>RF.K.1d Recognize and name all the uppercase and lowercase letters</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the sounds for each consonant.</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>L.K.1a.Print many upper- and lowercase letters.</p> <p>RF.K.3c Read common high-frequency words by sight.</p> <p>RF.K.2d Isolate and pronounce the initial, medial, and final sounds in three-phoneme words.</p> <p>RF.K.3 Know and apply grade level phonics skills in decoding words.</p>	<p>I can name lowercase letters.</p> <p>I can name capital letters.</p> <p>I can say the sounds for letters.</p> <p>I can write to tell my opinion.</p> <p>I can write letters correctly.</p>	<p>Letter Identification (Unit 1 Week 8- Unit 2 Week 4) p,j,l,h,k,v,w,y,x,z,q &amp; capital letters</p> <p>Sound Production (Unit 1 Week 8- Unit 2 Week 4) p,j,l,h,k,v,w,y,x,z,q</p> <p>Opinion Writing</p> <p>Letter Formation (Unit 1 Week 8- Unit 2 Week 4) p,j,l,h,k,v,w,y,x,z,q &amp; capital letters</p> <p>High-Frequency Words</p> <p>Fluency Sentences</p>

<p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.RL.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>K.L.1f</b> Produce and expand complete sentences in shared language activities.</p> <p><b>K.L.5d</b> Distinguish shades of meaning among verbs describing the same general action (eg. walk, march, strut, prance) by acting out the meanings.</p> <p><b>K.RL.6</b> With prompting and support, name the author and illustrator of a story and identify the role of each in telling a story.</p> <p><b>K.RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>I can read sight words.</p> <p>I can read CVC words.</p> <p>I can decode words.</p> <p>I can read to learn about _____.</p> <p>I can listen to a story to learn about _____.</p> <p>I can use pictures and words to tell about a topic.</p> <p>I can ask and answer questions about words I do not know in a story.</p> <p>I can write and speak well.</p> <p>I can use complete sentences.</p>	<p>Fluency Sentences</p> <p>Comprehension</p> <p>Comprehension</p> <p>Writing</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>
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	<p>I can act out words to show I understand what they mean.</p> <p>I can tell about the author and the illustrator of a story.</p> <p>I can name the author is thinking and why.</p>	
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**Quarter 3 ELA Map**  
**(Unit 5,6, and 7 Wonders & Foundations)**

<b>Standard</b>	<b>I Can Statements</b>	<b>Section</b>
<p>RF.K.1d Recognize and name all the uppercase and lowercase letters</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the sounds for each consonant.</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	<p>I can name lowercase letters.</p> <p>I can name capital letters.</p> <p>I can say the sounds for letters.</p> <p>I can write to tell my opinion.</p>	<p>Letter Identification</p> <p>Sound Production (Unit 4 Week 1: wh,ch, sh, th, ck)</p> <p>Opinion Writing</p>

<p><b>L.K.1a. Print many upper- and lowercase letters.</b></p> <p><b>RF.K.3c Read common high-frequency words by sight.</b></p> <p><b>RF.K.2d Isolate and pronounce the initial, medial, and final sounds in three-phoneme words.</b></p> <p><b>RF.K.3 Know and apply grade level phonics skills in decoding words.</b></p> <p><b>RF.K.4 Read emergent-reader texts with purpose and understanding.</b></p> <p><b>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b></p> <p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</b></p> <p><b>K.RL.4 Ask and answer questions about unknown words in a text.</b></p> <p><b>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>K.L.1f Produce and expand complete sentences in shared language activities.</b></p>	<p><b>I can write letters correctly.</b></p> <p><b>I can read sight words.</b></p> <p><b>I can read CVC words.</b></p> <p><b>I can decode words.</b></p> <p><b>I can read to learn about _____.</b></p> <p><b>I can listen to a story to learn about _____.</b></p> <p><b>I can use pictures and words to tell about a topic.</b></p>	<p><b>Letter Formation</b></p> <p><b>High-Frequency Words</b></p> <p><b>Fluency Sentences (Unit 3 Week 1- Unit 4 Week 2)</b></p> <p><b>Fluency Sentences</b></p> <p><b>Comprehension</b></p> <p><b>Comprehension</b></p> <p><b>Writing</b></p> <p><b>Observation</b></p> <p><b>Observation</b></p>
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<p><b>K.L.5d Distinguish shades of meaning among verbs describing the same general action (eg. walk, march, strut, prance) by acting out the meanings.</b></p> <p><b>K.RL.2 With prompting and support, retell familiar stories, including key details.</b></p> <p><b>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</b></p> <p><b>K.RF.2a Recognize and produce rhyming words.</b></p> <p><b>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>K.RI.2 With prompting and support, identify the main topic and retell the key details of text.</b></p> <p><b>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p> <p><b>K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b></p> <p><b>K.L.1c Form regular plural nouns orally by adding /s/ or /es/.</b></p> <p><b>K.L.1e Use the most frequently occurring prepositions.</b></p> <p><b>K.RL.7 With prompting and support, describe the relationships between illustrations and the story in which they appear.</b></p>	<p><b>I can ask and answer questions about words I do not know in a story.</b></p> <p><b>I can write and speak well.</b></p> <p><b>I can use complete sentences.</b></p> <p><b>I can act out words to show I understand what they mean.</b></p> <p><b>I can retell a story.</b></p> <p><b>I can name characters, setting, and events in a story.</b></p> <p><b>I can name words that rhyme. I can produce words that rhyme.</b></p> <p><b>I can write sentences.</b></p>	<p><b>Observation</b></p> <p><b>Observation</b></p> <p><b>Retell</b></p> <p><b>Comprehension</b></p> <p><b>Rhyming</b></p> <p><b>Dictation- Rubric</b></p> <p><b>Retell</b></p> <p><b>Dictation</b></p>
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	<p>I can tell the topic and details of a story.</p> <p>I can use what I know and learn to answer questions.</p> <p>I can spell simple words.</p> <p>I can say words that tell more than one.</p> <p>I can use prepositions.</p> <p>I can tell how the story and pictures go together.</p>	<p>Regular Plural nouns</p> <p>Prepositions</p> <p>Share Journals</p>
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**Quarter 4 ELA Map  
(Unit 8,9, and 10 Wonders & Foundations)**

<b>Standard</b>	<b>I Can Statements</b>	<b>Section</b>
<p>RF.K.1d Recognize and name all the uppercase and lowercase letters</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the</p>	<p>I can name lowercase letters.</p> <p>I can name capital letters.</p>	<p>Letter Identification</p> <p>Sound Production</p>

<p>primary or many of the sounds for each consonant.</p> <p><b>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</b></p> <p><b>L.K.1a.Print many upper- and lowercase letters.</b></p> <p><b>RF.K.3c Read common high-frequency words by sight.</b></p> <p><b>RF.K.2d Isolate and pronounce the initial, medial, and final sounds in three-phoneme words.</b></p> <p><b>RF.K.3 Know and apply grade level phonics skills in decoding words.</b></p> <p><b>RF.K.4 Read emergent-reader texts with purpose and understanding.</b></p> <p><b>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b></p> <p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</b></p> <p><b>K.RL.4 Ask and answer questions about unknown words in a text.</b></p> <p><b>K.RL.9 With prompting and support, compare and contrast the adventures</b></p>	<p><b>I can say the sounds for letters.</b></p> <p><b>I can write to tell my opinion.</b></p> <p><b>I can write letters correctly.</b></p> <p><b>I can read sight words.</b></p> <p><b>I can read CVC words.</b></p> <p><b>I can decode words.</b></p> <p><b>I can read to learn about _____.</b></p> <p><b>I can listen to a story to learn about _____.</b></p> <p><b>I can use pictures and words to tell about a topic.</b></p>	<p><b>Opinion Writing</b></p> <p><b>Letter Formation</b></p> <p><b>High-Frequency Words</b></p> <p><b>Fluency Sentences (Unit 4 Week 3- Unit 5 Week 6)</b></p> <p><b>Fluency Sentences</b></p> <p><b>Comprehension</b></p> <p><b>Comprehension</b></p> <p><b>Writing</b></p> <p><b>Observation</b></p> <p><b>Comparing stories</b></p>
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<p>and experiences of characters in familiar stories.</p> <p><b>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>K.L.1f Produce and expand complete sentences in shared language activities.</b></p> <p><b>K.L.5d Distinguish shades of meaning among verbs describing the same general action (eg. walk, march, strut, prance) by acting out the meanings.</b></p> <p><b>K.RL.2 With prompting and support, retell familiar stories, including key details.</b></p> <p><b>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</b></p> <p><b>K.RF.2a Recognize and produce rhyming words.</b></p> <p><b>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>K.RI.2 With prompting and support, identify the main topic and retell the key details of text.</b></p> <p><b>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p> <p><b>K. RF.2b Count, pronounce, blend, and segment syllables in spoken words.</b></p>	<p>I can ask and answer questions about words I do not know in a story.</p> <p>I can compare characters and events from stories.</p> <p>I can write and speak well.</p> <p>I can use complete sentences.</p> <p>I can act out words to show I understand what they mean.</p> <p>I can retell a story.</p> <p>I can name characters, setting, and events in a story.</p> <p>I can name words that rhyme.</p>	<p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Retell</p> <p>Comprehension</p> <p>Rhyming</p> <p>Dictation-Rubric</p> <p>Retell</p> <p>Syllables</p>
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<p><b>K.RF.3b Associate the long and short sounds with common spellings for the five major vowels.</b></p> <p><b>K.RI. 8 With prompting and support, identify the reasons an author gives to support points in a text.</b></p> <p><b>K.RI.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.</b></p>	<p><b>I can produce words that rhyme.</b></p> <p><b>I can write sentences.</b></p> <p><b>I can tell the topic and details of a story.</b></p> <p><b>I can use what I know and learn to answer questions.</b></p> <p><b>I can count and say syllables in words.</b></p> <p><b>I can spell words with short and long vowel sounds.</b></p> <p><b>I can tell what author is thinking and why.</b></p> <p><b>I can compare stories.</b></p>	<p><b>Long vowel</b></p> <p><b>Empty Pot story</b></p> <p><b>Comparing Stories</b></p>
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