

Grade Curriculum Map
Instructional Plan for Phonics/Writing Readiness K
Cathy S. Tinkey
St. Paul's Lutheran School
Revised: July 2020

Kindergarten Curriculum
Instructional Plan for Language Arts: Phonics/Writing Readiness K
Submitted by Cathy S. Tinkey
Written: July 2019

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> 24 Meet the Superkids (Book 1 Cass) (Book 2 Oswald) (Book 3 Golly) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> identify parts of a book identify uppercase and lowercase Cc, Oo, Gg identify initial /k/, /o/, /g/ associate picture names with initial /k/, /o/, /g/ listen for details in a song recognize top, middle, and bottom understand position words identify a circle and colors follow oral directions identify rhyming words recognize and trace c, o, g shapes form Cc, Oo, Gg encode c, o, g for initial /k/, /o/, /g/, respectively identify art supplies and animals understand the meaning of <i>odd</i> draw conclusions from pictures distinguish between reality and fantasy associate g with final /g/ 	<ul style="list-style-type: none"> L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: <ul style="list-style-type: none"> a. Frequently used nouns, verbs, and prepositions. b. Oral pluralizations of nouns. c. Question words (who, what, etc.). d. Oral production and expansion of complete sentences. 	<ul style="list-style-type: none"> Cass wb Oswald wb Golly wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil
O C T O B E R	<ul style="list-style-type: none"> 20 (Book 4 Alf) (Book 5 Doc) (Book 6 Sal) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> recognize that words are made up of letters identify uppercase and lowercase Aa, Dd, Ss identify initial and medial /a/, initial and final /d/, initial and final /s/ associate picture names with initial /a/, /d/, /s/ follow oral directions match uppercase and lowercase letters form Aa, Dd, Ss 	<ul style="list-style-type: none"> L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: <ul style="list-style-type: none"> a. Capitalization of the first word in a sentence. b. Name frequently used punctuation. c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). 	<ul style="list-style-type: none"> Alf wb Doc wb Sal wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil

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		<ul style="list-style-type: none"> o encode a for initial and medial /a/, d for initial and final /d/, s for initial and final /s/ o associate picture names with medial /a/ or medial /o/ o discuss camping supplies o blend sounds to decode words o encode words o understand the meanings of <i>odd</i> and <i>inventions</i> o sequence events o answer questions about informational text o generate questions to determine important ideas o identify main idea and details o blend sounds for letter pairs o discuss punching bag and gloves 			
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N O V E M B E R	<ul style="list-style-type: none"> 19 (Book 7 Lily) (Book 8 Icky) (Book 9 Tic Tac Toc) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> recognize that words are made up of letters identify uppercase and lowercase Ll, li, Tt identify initial and final l, initial and medial i, initial and final t associate picture names with initial /l/, /i/, /t/ Associate Ll with /l/, li with /i/, Tt with /t/ understand the meanings of lass, lad, locket, and lasso discuss rooms and household furnishings draw conclusions from pictures form Ll, li, Tt listen for details in a song encode words decode words discuss using screen time wisely sequence events discuss tv commercials identify the title of a story recognize uppercase letters at the beginning of sentences and periods track print from left to right, top to bottom discuss playing tag visually discriminate between words 	<ul style="list-style-type: none"> R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL) R.K.7 With prompting and support, describe the relationship between illustrations and the text. (RI&RL) L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: a. Ask and answer questions about unknown words. b. Sort common objects into categories. c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). d. Connect common words to real life (e.g., colorful). e. Act out shades of meanings with verbs (e.g., strut, skip). L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of the first word in a sentence. b. Name frequently used punctuation. c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards. L.K.6d Writes letters for most consonant and short vowel sounds (phonemes). 	<ul style="list-style-type: none"> Lily wb Icky wb Tic Tac Toc wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil
D E C E M B E R	<ul style="list-style-type: none"> 15 (Book 10 Fritz) (Book 11 Ettabetta) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> recognize that words are made up of letters identify uppercase and lowercase Ff, Ee Identify initial and final /f/, initial and medial /e/ Associate Ff with /f/ and Ee with /e/ discuss fishing equipment discuss puzzles 	<ul style="list-style-type: none"> R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI) R.K.9 With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL) SL.K.4 With guidance and support, describe familiar people, places, things, and events. SL.K.5 With guidance and support, create an original or utilize existing visual displays to support descriptions. 	<ul style="list-style-type: none"> Fritz wb Ettabetta wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil

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		<ul style="list-style-type: none">o listen for details in a songo follow oral directionso encode Ff for /f/ and Ee for /e/o form Ff and Eeo match uppercase and lowercase letterso track print from left to right, top to bottomo visually discriminate between wordso read memory words <i>is, a</i>			
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J A N U A R Y	<ul style="list-style-type: none"> 21 (Book 12 Hot Rod) (Book 13 Us) Superkids' Club (Book 14, 15 Bb, Rr) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> recognize that words are made up of letters identify uppercase and lowercase Hh, Uu, Bb, Rr identify initial /h/, initial and medial /u/, initial and final /b/, initial /r/ associate picture names with initial /h/, /u/, /b/, /r/ Form Hh, Uu, Bb, Rr listen for details in a song encode words decode words read memory word <i>the</i> identify rhyming words visually discriminate between sentences follow oral directions identify Superkids' names use correct spacing and punctuation in sentences read memory word <i>of</i> determine cause and effect 	<ul style="list-style-type: none"> W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes L.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. <ul style="list-style-type: none"> a. Begin to recognize some words have multiple meanings (e.g., duck, tie). b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed). W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) L.K.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. 	<ul style="list-style-type: none"> Hot Rod wb Us wb Bb, Rr wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil
F E B R U A R Y	<ul style="list-style-type: none"> 18 (Book 16, 17 Nn, Mm) (Book 18 Pp) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> identify parts of a book identify uppercase and lowercase Nn, Mm, Pp identify /n/, /m/, /p/ associate picture names with /n/, /m/, /p/ associate Nn with /n/, Mm with /m/, Pp with /p/ draw conclusions from pictures listen for details in a song understand position words <i>in</i>, <i>on</i> read memory word <i>no</i> form Nn, Mm, Pp understand use of speech and thought balloons 	<ul style="list-style-type: none"> W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: <ul style="list-style-type: none"> a. Opinion pieces in which they tell the 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. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. L.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, 	<ul style="list-style-type: none"> Nn, Mm wb Pp wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil

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		<ul style="list-style-type: none"> o understand idioms o follow oral directions o discuss multiple-meaning words o discuss scavenger hunts o distinguish between m/m/ and n/n/ o form exclamation marks o read memory word <i>I, for</i> o understand text features o identify title of a story o read memory word <i>put</i> o summarize o determine important ideas o understand adjectives 	<p>and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> o a. Begin to recognize some words have multiple meanings (e.g., duck, tie). o b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed). <ul style="list-style-type: none"> • L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: <ul style="list-style-type: none"> o a. Ask and answer questions about unknown words. o b. Sort common objects into categories. o c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). o d. Connect common words to real life (e.g., colorful). o e. Act out shades of meanings with verbs (e.g., strut, skip). 		
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M A R C H	<ul style="list-style-type: none"> 17 (Book 19 Vv) (Book 20 Ww) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> identify uppercase and lowercase Vv, Ww identify /v/, /w/ associate Vv with /v/, Ww with /w/ Form Vv, Ww, and ? marks use correct spacing and punctuation in sentences listen for details in a song blend sounds to decode words distinguish between f/f/ and v/v/ associate pictures with sentences sequence events identify an apostrophe understand singular possessives identify the title of a story understand characters follow oral directions read memory word <i>for</i>, <i>to</i> discuss playing make-believe games compare W and V understand proper nouns distinguish between <i>of</i> and <i>off</i> generate questions to distinguish between reality and fantasy describe setting discuss onomatopoeia 	<ul style="list-style-type: none"> W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes: a. Organization: provide a sense of structure, attempt an introduction. b. Word Choice (including domain specific): use words familiar to the student. SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others. L.K.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community. L.K.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. <ul style="list-style-type: none"> a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community. 	<ul style="list-style-type: none"> Vv, Ww wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil

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<p>A P R I L</p>	<ul style="list-style-type: none"> • 20 • (Book 21 KQ) • (Book 22 J) 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o identify uppercase and lowercase Kk, Qq, Jj o identify /k/, /kw/, /j/ o associate picture names with /k/, /kw/, /j/ o associate Kk with /k/, Qu, qu with /kw/, Jj with /j/ o discuss playing dress up games o listen for details in a song o associate k and ck with /k/ o blend sounds to decode words o form Kk, Qq, Jj and exclamation marks o use correct spacing between words o decode words with medial and final ck/k/ o encode words with ck/k/ o identify types of sentences o follow oral directions o identify the title of a play and an act o read memory word <i>like</i> o recognize text structure o draw conclusions o generate questions to confirm predictions o identify punctuation in dialogue sentences 	<ul style="list-style-type: none"> • W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes: <ul style="list-style-type: none"> • a. Organization: provide a sense of structure, attempt an introduction. • b. Word Choice (including domain specific): use words familiar to the student. • W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 	<ul style="list-style-type: none"> • KQ wb • J wb 	<p>Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil</p>
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M A Y	<ul style="list-style-type: none"> 24 (Book XY) (Book Z) 	<ul style="list-style-type: none"> SWBAT <ul style="list-style-type: none"> identify uppercase and lowercase Xx, Yy, Zz identify /ks/, /y/, /z/ associate Xx with /ks/, Yy with /y/, Zz with /z/ blend sounds to decode words listen for details in a song identify punctuation in dialogue sentences form Xx, Yy, Zz, exclamation mark, comma, and quotation marks use correct spacing and punctuation in sentences read memory word <i>you</i> understand pronoun you follow oral directions recognize smaller words in compound words monitor comprehension and use fix-up tip: Reread draw conclusions read memory word <i>was</i> encode words with plural -s distinguish between singular and plural nouns identify captions associate pictures with sentences associate Aa with /ā/, Ee with /ē/, Ii with /ī/, Oo with /ō/, Uu with /ū/ understand sequence words first, next, last associate words with past, present, future recognize alphabetical order write sentences that express opinions 	<ul style="list-style-type: none"> W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing. W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text. 	<ul style="list-style-type: none"> X, Y wb Z wb 	Promethean board (Superkids portal) Ice cream writing paper glue, scissors, crayons, pencil

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