

Grade Curriculum Map
Instructional Plan for Reading K5
Cathy S. Tinkey
St. Paul's Lutheran School
Written: July 2020

**Kindergarten Curriculum
Instructional Plan for Reading K5
Submitted by Cathy S. Tinkey
July 2020**

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	Content Type	Objectives	Standards	Assessment	Materials
AUGUST & SEPTEMBER	<ul style="list-style-type: none"> 24 Lessons 6-29 	<ul style="list-style-type: none"> SWBAT By end of year: Read and decode by applying phonics sounds, 47 special sounds, rules, and 12 sight words Practice 5 vowels (names and sounds); blends consonants and vowels; practices reading one-vowel words, words ending in double consonants, sight word the, one short sentence sight word a, phrases, and several short sentences; practices oral use of apostrophes, words ending in two different consonants, the "z" sound for the letter s sometimes; includes observing new punctuation and practicing appropriate expression; 	<ul style="list-style-type: none"> RF.K.1 Demonstrate understanding of the organization and basic features of print <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize spoken words are represented in written language by specific sequences of letters. Understand words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL) 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: <ol style="list-style-type: none"> Frequently used nouns, verbs, and prepositions. Oral pluralizations of nouns. Question words (who, what, etc.). Oral production and expansion of complete sentences. 	<ul style="list-style-type: none"> oral assessment an oral comprehension question 	Abeka Reading "I Learn to Read, Book 1" "I Learn to Read, Book 2"
OCTOBER	<ul style="list-style-type: none"> 20 Lessons 30-49 	<ul style="list-style-type: none"> SWBAT practices blends, reading one-vowel words, sight word to several short sentences; answering oral comprehension questions practices one- and two-vowel rules, reading short and long vowel sounds; demonstrates phonetically marked vowels; reading similar one- and two-vowel words, sight word: and several short sentences answering oral comprehension questions and defining vocabulary 	<ul style="list-style-type: none"> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. R.K.2 With prompting and support, retell stories (RL); share key details from a text. (RI) R.K.4 With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL) 	<ul style="list-style-type: none"> oral assessment an oral comprehension question 	Abeka Readers: "I Learn to Read, Book 3" "I Learn to Read, Book 4"

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N O V E M B E R	<ul style="list-style-type: none"> 19 Lessons 50-68 	<ul style="list-style-type: none"> SWBAT practices blends, adding double consonants, blending two different consonants; 5 little stories reading one- and two-vowel words, sight words and several short sentences, use of apostrophes, two consonants observing punctuation, practicing appropriate expression, answering oral comprehension questions, defining vocabulary words a 9 little stories reading one- and two vowel rules, sight words including to, several short sentences, words ending in two different consonants; 	<ul style="list-style-type: none"> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Related to language standards: 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"> oral assessment an oral comprehension question observing punctuation, practicing appropriate expression, answering oral comprehension questions 	Abeka Readers: " I Do Read, Book 1" " I Do Read, Book 2"
D E C E M B E R	<ul style="list-style-type: none"> 15 Lessons 69-83 	<ul style="list-style-type: none"> SWBAT 11 little stories reading one- and two vowel words, sight words including I, was, and of, words ending in two consonants, simple compound words, simple consonant blends found at the beginning of a word such as st in stop and bl in block; includes observing punctuation, practicing appropriate expression, answering oral comprehension questions, defining vocabulary words 	<ul style="list-style-type: none"> RF.K.4 Read emergent-reader texts with purpose and understanding. R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL) 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"> oral assessment an oral comprehension question observing punctuation, practicing appropriate expression, answering oral comprehension questions 	Abeka Readers: " I Do Read, Book 3" "I Do Read, Book 4"

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		<ul style="list-style-type: none">• 8 stories reading one- and two-vowel words,• sight words including says,• words ending in two consonants,• simple compound words,• words beginning with simple consonant blends;• use of apostrophes,• practicing smooth reading and appropriate expression,			
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J A N U A R Y	<ul style="list-style-type: none"> 21 Lessons 84-104 	<ul style="list-style-type: none"> SWBAT 11 stories reading one- and two-vowel words, sight words, words ending in two consonants, simple consonant blend words containing special sounds such as fl in flake, gl in glue, bl in block, cl in clock, pl in plane, and sl in sleep; developing appropriate expression, answering oral comprehension questions, and defining vocabulary words 11 stories reading one- and two vowel words, sight words; practices words ending in two consonants, more difficult consonant blend words containing special sounds such as br in bride, cr in crab, dr in drum, and pr in pray; 	<ul style="list-style-type: none"> R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI) 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"> oral assessment an oral comprehension question observing punctuation, practicing appropriate expression, answering oral comprehension questions 	<p>Abeka Readers: “ I Can Read Well, Book 1” “I Can Read Well, Book 2”</p>
F E B R U A R Y	<ul style="list-style-type: none"> 18 Lessons 105-122 	<ul style="list-style-type: none"> SWBAT 7 stories reading one- and two vowel words, sight words; practices words ending in two consonants, words with diphthongs, many more difficult consonant blend words containing special sounds such as sh in ship, sm in smoke, st in stop, ay in pray, pl in plane, sw in swim, gl in glue, tr in train, fl in flake, cl in clock, squ in squeak, scr in scream, dr in drum, cr in crab, str in stream, sp in spade, spl in splash, ch in church, thr in 	<ul style="list-style-type: none"> R.K.9 With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL) 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 	<ul style="list-style-type: none"> oral assessment an oral comprehension question observing punctuation, practicing appropriate expression, answering oral comprehension questions 	<p>Abeka Reader: I Can Read Well, Book 3</p>

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		<p>three, tw in twins, th in thick, th in this, o in go;</p>	<p>about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ul style="list-style-type: none"> • 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). • 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"> ○ 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). 		
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M A R C H	<ul style="list-style-type: none"> 17 Lessons 123-139 	<ul style="list-style-type: none"> SWBAT 13 stories reading one- and two-vowel words, sight words including Bible, are, they, and from, words ending in two consonants, simple compound words, words with digraphs, diphthongs, consonant blend words containing special sounds such as sh in ship, st in stop, ay in pray, pr in pray, pl in plane, sw in swim, gl in glue, tr in train, fl in flake, cl in clock, squ in squeak, scr in scream, dr in drum, cr in crab, bl in block, str in stream, sn in snack, ch in church, thr in three, tw in twins, th in thick, th in this, o in go, ow in owl, ou in out, ar in stars, ir in bird, fr in frog, ur in nurse, er in verse, ow in bowl, sc in scat, sk in skate, sp in spade, br in bride, gr in grin, oo in book, wor in worms, igh in night, or in morning; developing appropriate expression, answering oral comprehension questions, defining vocabulary 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) 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"> oral assessment an oral comprehension question observing punctuation, practicing appropriate expression, answering oral comprehension questions 	Abeka Reader: I Can Read Well, Book 4

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A P R I L	<ul style="list-style-type: none"> • 20 Lessons 140-159 	<ul style="list-style-type: none"> • SWBAT • "Our Week" contains one story divided into <ul style="list-style-type: none"> o 7 little stories reading one- and two-vowel words, o sight words, words ending in two consonants, o words with digraphs, diphthongs, and o consonant blend words containing special sounds (from Basic Phonics Charts 6–8) such as sh in ship, st in stop, ay in pray, pr in pray, pl in plane, gl in glue, tr in train, cl in clock, sl in sleep, y in fly, dr in drum, sn in snack, ch in church, th in this, e in me, o in go, ou in out, ar in stars, ir in bird, fr in frog, ur in nurse, ow in bowl, br in bride, oo in book, wor in worms, igh in night, or in morning, and o more advanced words as necessary; 	<ul style="list-style-type: none"> • R.K.5 Identify literary and informational texts. (RI&RL) • 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"> • oral assessment • an oral comprehension question • observing punctuation, • practicing appropriate expression, • answering oral comprehension questions 	<p>Abeka Reader: I Can Read Well, Book 5</p>
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M A Y	<ul style="list-style-type: none"> • 24 Lessons 160-170 	<ul style="list-style-type: none"> • SWBAT • practice words and sight words; contains one longer story reading one- and two-vowel words, • words with prefixes, suffixes, digraphs, diphthongs, • consonant blend words containing special sounds (from Basic Phonics Charts 6–11) including: <ul style="list-style-type: none"> ○ ou in out, ow in owl, ank in bank, th in thick, ir in bird, st in stop, sh in ship, sw in swim, le in little, ear in bear, ear in ear, ang in bang, ung in strung, wor in worms, or in morning, ing in king, ch in church, ong in long, igh in night, -ed in looked, wa in wash, tch in patch, sm in smoke, -es in peaches, all in ball, oo in book, o in shovel, th in this, br in bride, o in go, thr in three, dr in drum, e in me, cr in crab, ay in pray, wh in whale, -ed in played, ea in leaf, fr in frog; • answering oral comprehension questions and defining vocabulary words 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • oral assessment • an oral comprehension question • observing punctuation, • practicing appropriate expression, • answering oral comprehension questions 	Abeka Reader: The Little Pie