

T1: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 1 - first full week	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Letters Aa-Ee	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Sounds Aa-Ee	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Letters Aa-Ee	informal assessment: lined whiteboards, plastic sleeves with lines
	K.W.2	Write by moving from left to right across the page and top to bottom.		informal assessment: lined whiteboards, plastic sleeves with lines
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		informal: listen to students ask and answer questions and use checklist
	K.CC.5	Follow simple two or three-step oral directions.		informal: blank sheets of paper and give directions such as make a circle at the top of the page.
Week 2	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Letters Ff-Jj	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Sounds Ff-Jj	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Letters Ff-Jj	
	K.W.2	Write by moving from left to right across the page and top to bottom.		

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	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 3	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Letters Kk-Nn	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Sounds Kk-Nn	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Letters Kk-Nn	
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 4	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Letters Oo-Ss	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Sounds Oo-Ss	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Letters Oo-Ss	
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Letters Tt-ZZ	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Sounds Tt-ZZ	

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Week	Indicator	Standard	Focus	Assessment
Week 5	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Letters Tt-ZZ	
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 6	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)		assess Esgi
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		checklist
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		paper/pencil & record in Esgi
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		checklist
	K.CC.5	Follow simple two or three-step oral directions.		
End of Grading Period				
Week 7	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Savvas unit 1 week 1	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters-Mm & Tt	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	words: I, am, the	assess Esgi
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Realistic Fiction	assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	Identify and Describe Characters	checklist
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	Use Text Evidence to Discuss Characters	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	concept sort	paper/pencil & record in Esgi

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Week	Indicator	Standard	Focus	Assessment
Week 7	K.W.2	Write by moving from left to right across the page and top to bottom.	singular nouns	
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	Unit 1 Weeks 1-5	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 1 week 1
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 8	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Savvas unit 1 week 2	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters: short a & Ss	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	words: like, to , a	assess Esgi
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Realistic Fiction:	assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	Describe Plot	checklist
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	Ask and Answer Questions About Plot	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	concept sort	paper/pencil & record in Esgi
	K.W.2	Write by moving from left to right across the page and top to bottom.	singular nouns	
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	Savvas unit 1 week 2	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 1 week 2
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		

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Week	Indicator	Standard	Focus	Assessment
Week 9	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Savvas unit 1 week 3	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters: Pp & Cc	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	words: is	assess Esgi
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	information text	assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	find main idea	checklist
	K.RC.5	With support, retell the main idea and key details of a text.	Use Text Evidence to Identify Main Idea	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	concept sort	paper/pencil & record in Esgi
	K.W.2	Write by moving from left to right across the page and top to bottom.	plural nouns	
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas unit 1 week 3	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 1 week 3
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		Savvas
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Savvas unit 1 week 4	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters: short i & Nn	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	words:	assess Esgi
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Realistic Fiction	assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	describe setting	checklist
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	concept sort	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	plural nouns	paper/pencil & record in Esgi

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Week	Indicator	Standard	Focus	Assessment
Week 10	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas unit 1 week 4	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 1 week 4
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 11	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Savvas unit 1 week 5	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters: Bb & Rr	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	words:	assess Esgi
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	informational text	assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	identify setting	checklist
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.5	With support, retell the main idea and key details of a text.	identify main idea	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	concept sort	paper/pencil & record in Esgi
	K.W.2	Write by moving from left to right across the page and top to bottom.	singular and plural nouns	
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas unit 1 week 5	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 1 week 5-parts of test and our own created questions to meet essential standards
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		

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Week	Indicator	Standard	Focus	Assessment
	K.CC.5	Follow simple two or three-step oral directions.		
Week 12	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Phonological Awareness: Middle Sounds; Segment and Blend Phonemes	
	K.RF.2	Recognize that written words are made up of sequences of letters.	Phonics: Word Families - <i>an</i> , - <i>at</i> , - <i>in</i> , - <i>ip</i> ; /a/ Spelled <i>Aa</i> ; /i/ Spelled <i>Ii</i> ; Consonants <i>B</i> and <i>R</i>	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words:	assess Esgi
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	singular and plural nouns	assess Esgi
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		checklist
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		paper/pencil & record in Esgi
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas Unit 1 assessment
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
End of Trimester 1-assess this week for trimester 1				

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 1	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 2 week 1	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Dd & Kk	Savvas progress check uni 2 week 1
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-are, of, that	
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)		
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	informational text	assess Esgi
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)		
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	find main idea and supporting details	assess Esgi
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	rhyming sort	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text. -modeling, whole group, small group, graphic organizers	adjectives & articles	
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas Unit 2 wk 1	
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and		
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 2	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 2 week 2	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Oo & Ff	Savvas progress check unit 2 week 2
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-you, do, are	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	informational text	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	find text structure	
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	rhyming sort	
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	adjectives & articles	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas Unit 2 wk 2	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 3	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 2 week 3	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Hh & Ll	Savvas progress check unit 2 week 3
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-one, two, three	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	fiction text	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	identify and describe characters	
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	rhyming sort	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	present tense verbs	
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	Unit 2 week 3	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.CC.5	Follow simple two or three-step oral directions.		
Week 4	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 2 week 4	
			letters Gg & initial and final consonant blends (_nd, cr_, sp_)	Savvas progress check unit 2 week 4
	K.RF.2	Recognize that written words are made up of sequences of letters.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-four, five,	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	informational text	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	identify and describe characters	
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	rhyming sort	
	K.RC.4	With support, make predictions about what will happen in a text.	verbs	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas Unit 2 wk 4	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 2 week 5	

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 5	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Ww & Yy	Savvas progress check unit 2 week 5
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-from	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	persuasive text	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	find text structure	
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	find important details using text features	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	rhyming sort	
	K.W.2	Write by moving from left to right across the page and top to bottom.	future tense verbs	
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	Unit 2 week 5	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Phonological Awareness: Rhyming Words	
	K.RF.2	Recognize that written words are made up of sequences of letters.	Phonics: Word Families -op, -ot, -en, -et	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words: blue, green, what	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 6	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Savvas Unit 2 assessment	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas Unit 2 assessment
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		adjectives assessment
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		verb assessment
	K.CC.5	Follow simple two or three-step oral directions.		
End of Grading Period January 10, 2025				
Week 7	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 3 week 1	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Jj & Xx	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	fable	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	comp ?	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	letter sort	
	K.W.2	Write by moving from left to right across the page and top to bottom.	subjective case pronouns	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 3 week 1
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 8	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 3 week 2	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Jj & Xx	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	fable	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	comp ?	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	letter sort	
	K.W.2	Write by moving from left to right across the page and top to bottom.	subjective case pronouns	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 3 week 2
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 3 week 3	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters Zz & Qq	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	poetry/nursery rhymes	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	comp ?	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	letter sort	

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 9	K.W.2	Write by moving from left to right across the page and top to bottom.	possessive case pronouns	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 3 week 3
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
Week 10	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 3 week 4	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters: short a and long a	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	poetry/nursery rhymes	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	comp ?	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	letter sort	
	K.W.2	Write by moving from left to right across the page and top to bottom.	possessive case pronouns	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 3 week 4
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 11	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Unit 3 week 5	
	K.RF.2	Recognize that written words are made up of sequences of letters.	letters: short i and long i	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Words-	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	myth	
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	describe plot comp ?	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	letter sort	
	K.W.2	Write by moving from left to right across the page and top to bottom.	possessive case pronouns	
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 3 week 5
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Phonological Awareness: Middle Sounds	
	K.RF.2	Recognize that written words are made up of sequences of letters.	Phonics: Word Families -ug, -un, -ub, -ut	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		
	K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		

T2: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 12	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something)		Savvas progress check unit 3 assessment
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.5	Follow simple two or three-step oral directions.		
End of Trimester 2 February 28, 2025				

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 1			Unit 4 Week 1	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)		
	K.RF.4	Identify and produce rhyming words.	Short and long O	
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)		
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	words-find over, again	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	narrative-nonfiction	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	Describe connections	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	find important details	
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.	complete sentences	
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and K.W.5 Use available technology to produce and publish writing.	personal narratives	Savvas progress check week 1
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation. Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 4 Week 2	
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	Short and long u	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	words-all, now, pretty	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)		
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	narrative nonfiction	
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	finding main idea and details	
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 2	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and		
	K.W.5	Use available technology to produce and publish writing.	personal narratives	Savvas Progress check week 2
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
		Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs.		
	K.W.7	Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).	kinds of sentences	
		Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation.		
	K.W.8	Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 3	K.RF.2	Recognize that written words are made up of sequences of letters.	Unit 4 Week 3	
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)		
	K.RF.4	Identify and produce rhyming words.	Short and long E	
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)		
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	words-black, brown, and white	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	fiction	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	setting and details	
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and	personal narrative	Savvas Progress check week 3
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	ending punctuation	

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation. Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 4 Week 5	
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	Consonat p and Y	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	Short and Long I	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	words- good, open, could	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	Narrative nonfiction	
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	text features	
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 4	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and		
	K.W.5	Use available technology to produce and publish writing.	personal narrative	Savvas Progress Check week 4
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	question words	
		Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.7			
		Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation.		
	K.W.8	Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 4 Week 5	
	K.RF.4	Identify and produce rhyming words.		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 5	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	review & reinforce consonants D, F, T, W, V and short E	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Words-want, every, please	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	Fiction	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	ask and answer questions	
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and		
	K.W.5	Use available technology to produce and publish writing.	personal narrative	Savvas Progress Check week 5
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	question words	

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation. Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 4 Week 4	
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	middle sounds	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	short and long O	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Consonants H and X	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	short and long U	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	short and long E	
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 6	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
	K.W.5	With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and Use available technology to produce and publish writing.	personal narrative	Savvas Unit 4 Test
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation. Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
End of Grading Period 5 April 17, 2025				-ESGI letter ID upper and lowercase -ESGI letter sounds -ESGI beginning consonants ESGI middle vowel sounds -ESGI ending sounds -ESGI CVC words - TBC ESGI digraph test -TBC ESGI blends test -TBC ESGI syllables test
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 5 Week 1	
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	segment and blend syllables	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	short and long O	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Consonants Cc and Tt	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)		
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Informational text	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 7		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and	nonfiction writing	
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
		Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.7			
		Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation.		
	K.W.8	Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		
				Savvas Progress Check Unit 5 Week 1
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 5 Week 2	
	K.RF.4	Identify and produce rhyming words.	initial and final blends	
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	identify and count syllables	

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 8	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	manipulate syllables	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Consonants Bb and Jj	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	add phonemes	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Informational text	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
	K.W.5	With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and Use available technology to produce and publish writing.	nonfiction writing	
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
		Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation.		
	K.W.8	Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		Savvas Progress Check Unit 5 Week 2
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 5 Week 3	
	K.RF.4	Identify and produce rhyming words.	initial and final blends	
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	segment & blend syllables	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	manipulate syllables	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Consonants Gg and Qq	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)		
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	short and long A	
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Informational text	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 9		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and	narrative writing	
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation. Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		Savvas Progress Check Unit 5 Week 3
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 5 Week 4	
	K.RF.4	Identify and produce rhyming words.	initial and final blends	
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	segment & blend phonemes	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	manipulate syllables	

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 10	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Consonants Kk,, Ss Ww, Mm	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	substitute phonemes	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Informational text	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and	narrative writing	
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
		Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs.		
	K.W.7	Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
		Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation.		
	K.W.8	Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		Savvas Progress Check Unit 5 Week 4
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Unit 5 Week 5	may do, but this will be week of testing for report cards
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	segment & blend syllables	
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	manipulate syllables	
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Consonants Ll, Nn,Rr, Zz	
	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	substitute phonemes	
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Informational text	
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 11		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and	narrative writing	
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
		Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.7			
		Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation.		
	K.W.8	Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		Savvas Progress Check Unit 5 Week 5
	K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)		
	K.RF.4	Identify and produce rhyming words.		
	K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)		
	K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)		
	K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
Week 12	K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)		
	K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.		
	K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)		
	K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)		
	K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)		
	K.RC.4	With support, make predictions about what will happen in a text.		
	K.RC.5	With support, retell the main idea and key details of a text.		
	K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)		
	K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
	K.W.2	Write by moving from left to right across the page and top to bottom.		
	K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)		
	K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)		
		With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and		
	K.W.5	Use available technology to produce and publish writing.		
	K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
	K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns - Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs - Using sentences that include verbs. Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).		
	K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization - Capitalizing the first word in a sentence and the pronoun I. Punctuation - Recognizing and naming end punctuation. Encoding - Spelling simple words phonetically, drawing on phonemic awareness.		

T3: Curriculum Map

Week	Indicator	Standard	Focus	Assessment
	K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)		
	K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.		
	K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)		
	K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.		
	K.CC.5	Follow simple two or three-step oral directions.		
		END OF TRIMESTER 3 May 30, 2025		-ESGI letter ID upper and lowercase -ESGI letter sounds -ESGI beginning consonants - ESGI middle vowel sounds -ESGI ending sounds -ESGI CVC words - TBC ESGI digraph test -TBC ESGI blends test -TBC ESGI syllables test