



Grade Level and Content Curriculum Map

Last Updated: 1/14/25

Quarter 1-Wit and Wisdom Module One The Five Senses		
Essential Question/Topic	Standards	Parent Resources
Wit and Wisdom Module One The Five Senses	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	Family Welcome Letter English Spanish
How do our senses help us learn?		Module 1 Family Tip Sheet English Spanish

Fundations	Geodes
Unit 1 Letter-Keyword-Sound for Consonants	Module 1 Pele



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• Letter-Keyword-Sound for Sounds • Letter Formation for lowercase letter • Sound recognition: consonants and short vowels • Print and word awareness • Rhyming • Phonemic awareness: initial and final sounds • Story retelling • Beginning composition skills • Fluency/phrasing with echo and choral reading Unit 2 • Phonemic awareness skills: blending, segmenting, and manipulation of sounds • Blending and reading three-sound short vowel words • Story prediction • Alphabetical Order • Uppercase letter formation • Sample CVC words: map, sad, rat	• Fabric of the Andes (t, b, f) • Galapagos Adventure (f, n, m) • A Day at the Market (m, i, u) • Clay Army/Visit the Art Museum (c, o) • Museum Cat (c, a, g) • Treasures of King Tut (g, d, s)
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Quarter 2-W&W Module Two Once Upon a Farm		
Essential Question/Topic	Standards	Parent Resources
W&W Module Two Once Upon a Farm	RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify character, setting, and major events in a story. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Module 2 Family Tip Sheet English Spanish
What makes a good story?	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	



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	W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1.a Print many upper- and lowercase letters. L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). L.K.1.f Produce and expand complete sentences in shared language activities. L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	

Fundations	Geodes
Unit 3: - Phonemic awareness skills: blending, segmenting, and manipulation of sounds - Blending sounds in nonsense CVC words - Segmenting and spelling three-sound short vowel words - Distinguish long and short bowel sounds - Narrative story form: character, setting, main events - Fluency and phrasing with echo and choral reading - Beginning composition skills - High frequency words (trick words) - Sample CVC words: cut, tap, wet - Trick words: the, a, and, are, to, is, his, as, has, was	Module 2: - Red Barn Farm (e,r) - Peach Picking (r, p, j) - Lei Harvest (l, _l, h, k) - Farm Work (v, w) - Farmers Market (w, y, _x) - Sheepdog (x, y, qu)

Quarter 3-W&W Module 3 America, Then and Now		
Essential	Standards	Parent Resources



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Question/Topic		
W&W Module 3 America, Then and Now	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1.b Use frequently occurring nouns and verbs. L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i> . SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. RL.K.10 Actively engage in group reading activities with purpose and understanding. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Module 3 Family Tip Sheet English Spanish
How has life in America changed over time?		

Fundations	Geodes
Unit 4 - Phoneme segmentation - Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck - Decoding three-sound words with digraphs - Spelling three-sound words with digraphs - Spelling ck at end of words - Narrative story form: character, setting, main	Module 3 (Vc and CVC words) - Building a Log Cabin - Three Sisters - Ice Harvest - Call a Cab - Fly, Amelia, Fly - Frank's Ice Pops - Ella Sang Back



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- events - Sample words: bath, chop, thick - Trick words: we, she, he, be, me, I, you, they	- Scraping the Sky - Sea to Shining Sea
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Quarter 4-Finishing Module 3		
Essential Question/Topic	Standards	Parent Resources
Quarter 4 will continue with Module 3 from above.		
W&W Module 4 The Continents	RL.K. 4 Ask and answer questions about unknown words in a text. RL.K. 5 Recognize common types of texts (e.g., storybooks, poems). RL.K.5 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1f Produce and expand complete sentences in shared language activities. L.K.2a Capitalize the first word in a sentence and the pronoun I. L.K.2b Recognize and name end punctuation. L.K.4a Identify new meanings for familiar words and	Module 4 Family Tip Sheet English Spanish
What makes the world fascinating?		



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	apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.10 Actively engage in group reading activities with purpose and understanding. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
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Fundations	Geodes
Unit 5: • Sentence structure • Sentence dictation • Narrative fiction vc. Information books • Trick words: or, for, of, have, from, by, my, do, one	Module 4 (Vc and CVC words with digraphs) • Jack, Jill, and Joey • The Great Reef • Ladi's Pots • Made of Mud • Anani and His Legs • Brush & Ink • Night Climb • Map to the Past • Tap-Tap to Tuk-Tuk