KNOWLEDGE PROJECTION MAP

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KINDERGARTEN 2026-2027

Domain PACING GUIDES	Knowledge 1 Knowledge 1 Scope & Sequence Curriculum Map	Knowledge 2 Knowledge 2 Scope & Sequence Curriculum Map	Knowledge 3 Knowledge 3 Scope & Sequence Curriculum Map	Knowledge 4 Knowledge 4 Scope & Sequence Curriculum Map	Knowledge 5 Knowledge 5 Scope & Sequence Curriculum Map	Knowledge 6 Knowledge 6 Scope & Sequence Curriculum Map	Knowledge 7 Knowledge 7 Scope & Sequence Curriculum Map	Knowledge 8 Knowledge 8 Scope & Sequence Curriculum Map	Knowledge 9 Knowledge 9 Scope & Sequence Curriculum Map	Knowledge 10 Knowledge 10 Scope & Sequence Curriculum Map
Theme Text List	Star Light, Star Bright: Nursery Rhymes & Fables	See, Hear, Smell, Taste, Touch: The Five Senses	Underdogs and Heroes: Stories	See How They Grow: Plants	Moo, Cluck, Oink: Farms	Deep Roots: Introduction to Native American Cultures	All Around the World: Geography	National Icons: Presidents and American Symbols	Our Planet: Taking Care of the Earth	Shaped by Nature: Art and the World Around Us
Overall Learning Objectives *All demonstrate understanding of key vocabulary	• Identify rhyming words • Identify literary elements such as character, main events, and moral lessons • Compare and contrast characters from different nursery rhymes and fables • Sequence events in a nursery rhyme or story • Retell a story by drawing and writing details about its characters and events • Generate a complete sentence about an image or text • Engage in discussions with the whole class, in small groups, and in partners	• Use graphic organizers to sort and categorize information about the senses • Participate in creating timelines for Ray Charles's and Helen Keller's lives, and describe important events from each of their lives • Use a combination of drawing, dictating, and writing to compose opinion pieces • Identify a favorite sense and support this opinion through drawings and labels	• Sequence the beginning, middle, and end of stories • Compare and contrast characters from different stories • Orally create and expand sentences • Describe characters, settings, and plots from different stories • Write and draw events and details to retell a story • Define the role of author and illustrator • Use technology to narrate events in a story • Describe the elements of fiction and folktales	• Compare and contrast characters, plants, and plant parts using a graphic organizer • Orally describe plants, plant parts, and life cycles • Write and draw information from a text	• Choose the best word to describe what is happening in images • Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets • Compare two texts to identify which one expresses an opinion • Plan, draft, revise, and publish an opinion piece	• Distinguish the meaning of the words to and from in context • Use details from the text to orally describe traditional food, clothing, homes, and environments of the Lakota, Wampanoag, and Lenape tribes • Use a graphic organizer to compare and contrast traditional cultures of Native American tribes • Explain how Native Americans keep their ancestors' languages, traditions, and practices alive today • Write and present an informative essay	• Describe how people live based on their geographical location • Identify regions on a U.S. map and describe their geographical features • Identify the country, region, state, and city or town where students live on a U.S. map • Locate and describe states, cities, and towns on a U.S. map • Locate Earth's seven continents and five oceans on a world map, and describe geographical details of each • Identify the relative distance of several geographical locations from where students live • Describe a globe and explain its purpose • Compare and contrast globes and maps • Write an informative description of a place	• Orally describe details from informational text • Use a graphic organizer to organize and retell information, including a timeline • Sequence events based on information in the text • Write short narratives describing the morning routine at school and what a new president would do	• Orally describe details from informational text • Use a graphic organizer to organize and retell information • Sequence events based on information in a text • Write short phrases and sentences and draw pictures based on details in a text • Create a class book about solutions to environmental problems	• Orally describe details from informational texts • Use a graphic organizer to organize and retell information • Sequence events based on information in a text • Write and speak in complete sentences • Plan and conduct a short research activity • Create a class book of questions about art • Edit writing with adult assistance
Anchor Text	Star Light, Star Bright: Nursery Rhymes and Fables (Read-Aloud)	See, Hear, Smell, Taste, Touch: The Five Senses (Read-Aloud)	Underdogs and Heroes: Stories (Read-Aloud)	See How They Grow: Plants (Read-Aloud)	Moo, Cluck, Oink: Farms (Read-Aloud)	Deep Roots:Introduction to Native American Cultures (Read-Aloud)	All Around the World: Geography (Read-Aloud)	National Icons: Presidents & American Symbols (Read-Aloud)	Our Planet: Taking Care of the Earth (Read-Aloud)	Shaped by Nature: Art and the World Around Us (Read-Aloud)

Days Lessons **Suggested Pacing Guides:** Unit Block Pacing Day-By-Day Pacing	16 days (12 lessons)	16 days (12 lessons)	16 days (12 lessons)	16 days (11 lessons)	16 days (10 lessons)	16 days (10 lessons)	16 days (10 lessons)	16 days (11 lessons)	16 days (10 lessons)	16 days (15 lessons)
Reading RF RL RI TTSD Priority Standard *Assessed Standard	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.9 RL.K.10 RF.K.2a	RI.K.1 *RI.K.2 RI.K.3 RI.K.4	RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.9	RL.K.2 RL.K.3 RI.K.1 *RI.K.2 RI.K.3 RI.K.6 RI.K.9	RL.K.9 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.6	RL.K.1 RL.K.3 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.8 RI.K.9	RI.K.1 RI.K.2 *RI.K.3 RI.K.7	RL.K.3 *RI.K.2 RI.K.3 RI.K.8	RI.K.1 *RI.K.2 RI.K.3 RI.K.5 RI.K.6 RI.K.8 RI.K.10	RL.K.1 RL.K.6 RI.K.1 *RI.K.2 RI.K.7 RI.K.9 RI.K.10
Writing TTSD Priority Standard *Assessed Standard	W.K.3	W.K.1 W.K.2 W.K.3 *W.K.8	W.K.3 W.K.6 *W.K.8	W.K.2	W.K.1 W.K.5 W.K.6 *W.K.7 *W.K.8	W.K.2 W.K.3 W.K.5 W.K.6 *W.K.8	*W.K.2 *W.K.7	W.K.2 W.K.3 W.K.5 *W.K.8	W.K.1 W.K.2 W.K.3 W.K.5 *W.K.7	W.K.2 W.K.6 *W.K.7 *W.K.8
Speaking and Listening TTSD Priority Standard *Assessed Standard	SL.K.1 SL.K.1a SL.K.1b *SL.K.2 SL.K.6	*SL.K.1 SL.K.1a SL.K.4 SL.K.5 *SL.K.6	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5	SL.K.1 SL.K.2 SL.K.4	*SL.K.1	SL.K.1 SL.K.2 *SL.K.3 SL.K.4	SL.K.1 *SL.K.2	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 *SL.K.6	SL.K.1 SL.K.2 SL.K.4	SL.K.1 SL.K.4 *SL.K.6
Language TTSD Priority Standard *Assessed Standard	L.K.1 L.K.1d L.K.1e L.K.1f L.K.4a L.K.5 L.K.5c L.K.6	L.K.1b L.K.4 L.K.4b L.K.5c L.K.6	L.K.1d L.K.1f L.K.4a L.K.4b L.K.5c L.K.6	L.K.4 L.K.4a L.K.5	L.K.4 L.K.4a L.K.5 L.K.5a L.K.5c L.K.5d	L.K.1 L.K.1b L.K.1c L.K.4a L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d	L.K.4	L.K.1d L.K.2 L.K.4 L.K.5c	L.K.1e L.K.2 L.K.4 L.K.5b L.K.5c	L.K.2 L.K.2a L.K.2b L.K.4 L.K.4a L.K.5 L.K.5a L.K.5c
Core Vocabulary (words associated with Word Work activity) Vocabulary Slide Decks	sweet, ring, nimble, fetch, frightened, market, wonder, disturbed, feast boasting	ham, protect, invisible, scents, flavorful, texture/skin, remarkable, sensations	sly, blazing, longee, terrified, musician, expression, swopped, perilous, misused, wisest, suddenly	soil, survival, mature, gigantic, pollination, produce, eventually, bare, deciduous/ evergreen, bouquet, crops	tools, grazing, collects, valuable, responsibilities, produce, ripe, pests, spoil	borrow, agile, mischief, succulent, feast, cozy, moccasins, traditions	location, region, divided, mission, landforms, bustling, flow, ancient, migrate, represents	liberties, respect, clever, monarchy, independence, serious, expert, accomplishment, determined	responsibility, hazardous, conserve, reduce, solution, compost, toxic, global, supply, effort	artist, boulder, mound, uniform, still-life, gather, traditional, artificial, massive

SKILLS PROJECTION MAP

KINDERGARTEN 2025-2026

Unit ENHANCED SLIDE DECKS	Skill 1 Skills 1 Curriculum Map	Skill 2 Skills 2 Curriculum Map	Skill 3 Skills 3 Curriculum Map	Skill 4 Skills 4 Curriculum Map	Skill 5 Skills 5 Curriculum Map	Skill 6 Skills 6 Curriculum Map	Skill 7 Skills 7 Curriculum Map	Skill 8 Skills 8 Curriculum Map	Skill 9 Skills 9 Curriculum Map	Skill 10 Skills 10 Curriculum Map
Overall Learning Objectives	• Demonstrate awareness of environmental noises, words within sentences, and sounds within words • Draw several handwriting strokes that are prerequisites for writing letters • Demonstrate spatial and body awareness • Hold writing utensils using the tripod grip • Describe the meaning of position words	• Orally blend syllables and two or three phonemes together to form words • Identify the beginning sound of words • Use position words: left, right, top, bottom • Track left to right, top to bottom • Draw several handwriting strokes that are prerequisites for writing letters • Hold writing utensils using the tripod grip	• Orally blend sounds to form words • Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/ • Blend and read printed vowel-consonant (VC) and consonant-vowel -consonant (CVC) words • Change sounds in simple words to create new words • Read Tricky Words: one, two, three	• Orally blend and segment sounds in words • Recognize and write eight sounds and their symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/ • Blend and read printed VC and CVC words • Change sounds in words to create new words • Write dictated words • Read Tricky Words: a, the • Read phrases in a decodable text	• Discriminate between vowel sounds in words • Practice letter-sound correspondences • Recognize and write sounds and their symbols: /b/, /l/, /r/,/u/, /w/, /j/, /y/, /x/, /k/ spelled 'k' • Change sounds in words to create new words • Read and write simple VC and CVC words • Read Tricky Words: blue, yellow, look • Read sentences in a decodable text	• Orally blend sounds to form words • Identify sound pictures by their letter names • Identify and create rhyming words • Blend and read words with consonant clusters of up to five sounds • Read words with Tricky Spelling 's' pronounced /z/ • Read Tricky Words: I, are, little • Read stories in the decodable Reader • Demonstrate comprehension by answering story questions	• Orally segment words with consonant clusters • Read and spell consonant digraphs: /ch/, /sh/, /th/, /th/, /qu/, /ng/ • Read and spell words with consonant clusters • Read Tricky Words: down, out, of • Read stories in the decodable Reader • Demonstrate comprehension by answering story questions	• Review vowel sounds, digraphs, and other sounds and spellings • Read and spell words with double-letter spellings • Read Tricky Words: funny, all, was, from • Read stories in the decodable Reader • Demonstrate comprehension by answering story questions	• Orally blend two-syllable words • Read and spell words with previously learned letter-sound correspondences • Read new and previously learned Tricky Words • Write uppercase letters • Write dictated phrases • Identify correct ending mark punctuation for complete sentences • Read stories in the decodable Reader • Answer story questions by drawing and writing	• Orally segment two-syllable words • Read new and previously learned Tricky Words • Divide syllables in words • Read and spell words with long vowels and separated digraphs (e.g., CVCe words) • Recognize apostrophes that show possession and apostrophes that are used in contractions • Use punctuation marks while reading connected texts • Answer story questions through discussion and writing
Anchor Text			(Intro Picture Reader)	Pet Fun	Ox and Man	Kit	Seth	Sam	Zach and Ann	Scott
Lessons **Suggested Pacing Guides:** Unit Block Pacing Day-By-Day Pacing	10 lessons	10 lessons	14 lessons	15 lessons	16 lessons	17 lessons	17 lessons	20 lessons	23 lessons	29 lessons
Reading RF RL TTSD Priority Standard **Assessed Standard*	RF.K.1a RF.K.1b *RF.K.2	*RF.K.1a RF.K.1b *RF.K.2b RF.K.2d RF.K.2e	RF.K.2d RF.K.2e *RF.K.3a RF.K.3b RF.K.3c RF.K.3d	RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.2e *RF.K.3a RF.K.3b RF.K.3c RF.K.3d	RF.K.1a RF.K.1b RF.K.1c RF.K.2d *RF.K.3a *RF.K.3b *RF.K.3c *RF.K.3d	RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c *RF.K.3a *RF.K.3b RF.K.3c *RF.K.3d *RF.K.4 *RL.K.1 *RL.K.3 *RL.K.7	RF.K.1a RF.K.1b RF.K.1c *RF.K.1d *RF.K.2d *RF.K.2e *RF.K.3a *RF.K.3b *RF.K.3c RF.K.3d *RF.K.4 *RL.K.1 *RL.K.7	RF.K.1 RF.K.1a RF.K.1b RF.K.1c *RF.K.1d RF.K.2 *RF.K.2a RF.K.2d RF.K.2e RF.K.3 *RF.K.3a *RF.K.3b *RF.K.3c RF.K.3d *RF.K.4	*RL.K.1 *RL.K.3 RL.K.4 *RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c *RF.K.1d *RF.K.2b RF.K.2d *RF.K.3a *RF.K.3b *RF.K.3c	*RF.K.1d *RF.K.2b RF.K.2d *RF.K.3a *RF.K.3b *RF.K.3c RF.K.3d *RF.K.4 *RL.K.1 *RL.K.7

								*RL.K.1 *RL.K.3 RL.K.4 *RL.K.7 RL.K.10	RF.K.3d *RF.K.4	
Writing TTSD Priority Standard *Assessed Standard*									*W.K.3	*W.K.3
Speaking and Listening TTSD Priority Standard *Assessed Standard*									*SI.K.5	
Language TTSD Priority Standard *Assessed Standard*			*L.K.1a L.K.1e *L.K.2c L.K.2d	L.K.1a L.K.1e L.K.2 L.K.2c *L.K.2d	*L.K.1a L.K.2 L.K.2a L.K.2b L.K.2c *L.K.2d	L.K.2b L.K.2d	L.K.2b *L.K2d	L.K.1 L.K.1a L.K.1d L.K.1f *L.K.2 L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.4b	*L.K.1a *L.K.2b *L.K2c L.K.2d	L.K.2d
Skills Progression or Sounds Spelling Intervention Resource: UFLI alignment	Auditory activities and prerequisite reading and writing	Tracking left to right, identify beginning, middle, end of row Recognize and trace name	/m/ - 'm' /a/ – 'a' /t/ – 't' /d/ – 'd' /o/ – 'o' /k/ – 'c' /g/ – 'g' /i/ – 'i'	/n/ – 'n' /h/ – 'h' /s/ - 's' /f/ – 'f' /v/ – 'v' /z/ – 'z' /p/ – 'p' /e/ – 'e'	/b/ – 'b' /l/ – 'l' /r/ – 'r' /u/ – 'u' /w/ – 'w' /j/ – 'j' /y/ – 'y' /x/ – 'x' /k/ – 'k'	/z/ – s -focus on letter names and rhyming words	/ch/ – 'ch' /sh/ – 'sh' /th/–'th' unvoiced /th/ – 'th' voiced /qu/ – 'qu' /ng/ – 'ng'	/m/- "mm" /n/ – "nn" /p/ – "pp" /g/ - "gg" /f/ –"ff" /s/ - "ss" /z/ - "zz" /b/ – "bb" /d/ – "dd" /t/ - "tt" /l/ - "ll" /r/ – "rr" /k/ – "ck" "cc"	Uppercase Letters: 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'K', 'L', 'M', 'N', 'O', 'P', 'Q', 'R', 'S', 'T', 'U', 'V', 'W', 'X', 'Y', 'Z'	/ee/ – 'ee" /ae/ –" a_e" /ie/ –" i_e" /oe/ – "o_e" /ue/ – "u_e"
Decodable Dolch words			am, at, did, got, it	an, and, can, get, had, him, hot, if, its, in, on, not, sit, ten	ask, big, but, cut, let, ran, red, run, six, us, up, yes	as, best, fast, hand, has, help, his, is, jump, just, must stop, went	bring, long, much, sing, that, them, then, this, wish, with	Black, off, pick, shall, tell, well, will		ate, came, five, gave, green, keep, like, made, make, ride, see, sleep, take, those, use
Dolch Words taught as Tricky Words ***not dolch list			one, two, three	the, a	blue, yellow, look	I, are, little	out, down, of	all, from, funny, was	here, no, once, said, so, there, to, were, what, when, where, which, why ***word, says	be, by, he, me, she, their, they, we, you, your