

Mayflower Mill Elementary School
 Reading Curriculum Map Kindergarten p. 1 of 28

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
1	P r o c e d u r e W o r k	1	Independent Reading	Model Three Ways to Read a Book: Choose a story and read it three different ways -Read the pictures -Read the words -Retell -Begin working on stamina	K.RL.5, K.RL.10	<i>I Chart Three Ways to Read a Book</i>	
		2	Independent Reading CAFÉ: Comprehension	-Review Three Ways to Read a Book: Read the Pictures, Read the Words, Retell a Familiar Story -Add <i>Tell a connected story using pictures</i> to CAFÉ board -Brainstorm Read to Self I-chart - Model correct and incorrect procedures for “Read to Self” -Building stamina-Practice 2 minutes -Debrief: Review the lesson	K.RL.2	-Chart <i>Three Ways to Read a Book CAFÉ Board</i> -Chart <i>Read to Self I-Chart</i>	
		3	Independent Reading CAFÉ: Comprehension	-Review Three Ways to Read a Book: Read the Pictures, Read the Words, Retell a Familiar Story -Add <i>Retell familiar stories using pictures</i> to CAFÉ board -Review Read to Self I-chart - Model correct and incorrect procedures for “Read to Self” -Discuss where to sit in the room -Place students for Read to Self -Building stamina-Practice 3 minutes -Debrief: Review the lesson	K.RL.2	-Chart <i>Three Ways to Read a Book CAFÉ Board</i> -Chart <i>Read to Self I-Chart</i>	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 2 of 28

		4	Independent Reading CAFÉ: Comprehension	<ul style="list-style-type: none"> -Review Three Ways to Read a Book: Read the Pictures, Read the Words, Retell a Familiar Story -Refer to <i>Retell familiar stories using pictures</i> and <i>Tell a connected story using pictures</i> on CAFÉ board -Review Read to Self I-chart -Discuss where to sit in the room -Building stamina-Practice 4 minutes -Debrief: Review the lesson 	K.RL.2	<ul style="list-style-type: none"> -Chart <i>Three Ways to Read a Book CAFÉ Board</i> -Chart <i>Read to Self I-Chart</i>
		5	Independent Reading CAFÉ: Comprehension	<ul style="list-style-type: none"> -Review Three Ways to Read a Book: Read the Pictures, Read the Words, Retell a Familiar Story -Refer to <i>Retell familiar stories using pictures</i> and <i>Tell a connected story using pictures</i> on CAFÉ board -Review Read to Self I-chart -Building stamina-Practice 5 minutes -Debrief: Review the lesson 	K.RL.2	<ul style="list-style-type: none"> -Chart <i>Three Ways to Read a Book CAFÉ Board</i> -Chart <i>Read to Self I-Chart</i>

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		6	Making Good Book Choices CAFÉ: Fluency	<ul style="list-style-type: none"> -Review Read to Self I-chart -Building stamina-Practice 6 minutes -Discuss I-Pick Chart using shoes as a model of just-right fit -Add <i>Read appropriate-level texts that are a good fit</i> to CAFÉ board 		<ul style="list-style-type: none"> -Create I-PICK chart 	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 3 of 28

7	Making Good Book Choices CAFÉ: Fluency	<ul style="list-style-type: none"> -Discuss I-Pick Chart -Refer to <i>Read appropriate-level texts that are a good fit</i> on CAFÉ board -Review Read to Self I-chart -Building stamina-Practice 7 minutes 	K.RF.4	-I-PICK chart
8	Procedure for Reading to Someone	<ul style="list-style-type: none"> -I Chart What it looks like, what it sounds like for students and teacher -Model EEKK -Practice stamina with partner 2 minutes -Review I-Chart for Read to Self -Work on Read to Self Stamina 8 minutes 	K.RI.10	<ul style="list-style-type: none"> -I Chart Read to Someone -I Chart Read to Self
9	Check for Understanding	<ul style="list-style-type: none"> -Review I Chart for Read to Someone -Model and practice “Check for Understanding” -Add <i>Check for Understanding</i> on the CAFÉ board -Building Read to Someone stamina 3 minutes -Review I-Chart for Read to Self -Work on Read to Self Stamina 	K.RL.1, K.RL.3, K.RL.4, K.RL.5, K.RL.6	<ul style="list-style-type: none"> -I Chart Read to Someone -I Chart Read to Self -CAFÉ board
10	How to Choose a Partner How to Choose Books	<ul style="list-style-type: none"> -Model procedure for selecting a partner for Read to Someone -Raise your hand as a silent signal that you need a partner - Give eye contact with another person who has their hand raised -Walk to the person and say, “Do you want to be my partner?” - Partner says “Sure” -Model procedure for selecting book for Read to Someone -Talk about it and make a deal - Rock, paper, scissors -Building Read to Someone stamina 4 minutes -Review I-Chart for Read to Self -Work on Read to Self Stamina 	K.RI.10	<ul style="list-style-type: none"> - I Chart Read to Someone -I Chart Read to Self

Mayflower Mill Elementary School
 Reading Curriculum Map Kindergarten p. 4 of 28

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		11	How to Choose a Partner How to Choose Books	-Model procedure for selecting a partner for Read to Someone -Model procedure for selecting book for Read to Someone -Building Read to Someone stamina 5 minutes -Review I-Chart for Read to Self -Work on Read to Self Stamina	K.RI.10	- I Chart Read to Someone -I Chart Read to Self	
		12	How to Buzz with Each Other	-Students learn how to listen to each other and share effectively as partners or in small groups -Model and practice Coaching or Time -If partner comes to a word they don't know the other partner: counts to 3, asks "Do you want coaching or time?" - If coaching, they use clues to help partner -Review I-Charts -Work on Read to Self, and Read to Someone Stamina	K.RL.1	-Chart <i>How to Buzz Effectively</i> -Chart <i>Read to Self</i>	

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Mayflower Mill Elementary School
 Reading Curriculum Map Kindergarten p. 5 of 28

13	Abandoning Books	<ul style="list-style-type: none"> -Students learn that, after a good try, they may have a reason to abandon a book -Sometimes readers abandon books for specific reasons -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 		<ul style="list-style-type: none"> -Chart <i>Why Readers Abandon Books</i> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>
14	Distinguishing Between Fantasy and Reality	<ul style="list-style-type: none"> -Students are able to distinguish between two types of books as a foundation for learning about genre. -Each genre has specific characteristics. -Students learn to categorize books so that they can vary their reading. -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 	K.RI.9	<ul style="list-style-type: none"> - Chart <i>Books We've Shared</i> Examples of Books that have been read aloud -Chart <i>Fantasy/Reality</i> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>
15	Procedure for Work on Writing	<ul style="list-style-type: none"> -I Chart What it looks like, what it sounds like for students and teacher -Model what to do when writing words they can't spell (underline and go on) Building Work on Writing Stamina 3 minutes -Review I-Charts -Work on Read to Self, and Read to Someone Stamina 	K.RL.4	<ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> -I-Chart <i>Read to Self</i> -I-Chart <i>Read to Someone</i>

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
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Mayflower Mill Elementary School
 Reading Curriculum Map Kindergarten p. 6 of 28

4	P r o c e d u r e W o r k	16	Procedure for Work on Writing	<ul style="list-style-type: none"> -Review Work on Writing I-Chart -Review what to do when writing words they can't spell Building Work on Writing Stamina 3 minutes -Review I-Charts -Work on Read to Self, and Read to Someone Stamina 	K.RL.4	<ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> -I-Chart <i>Read to Self</i> -I-Chart <i>Read to Someone</i> 	mCLASS: Reading Testing
		17	Procedures for Work on Writing	<ul style="list-style-type: none"> -Review Work on Writing I-chart - Model and practice student procedures for "Work on Writing" -Brainstorm and practice where to sit -Brainstorm and practice what materials to use during writing (notebook, pencil, drawing) -Work on Writing, Read to Self, and Read to Someone Stamina 	K.W.2	<ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> 	
		18	What to Write About	<ul style="list-style-type: none"> -Make a list of "topics" to write about -Choice: Work on Writing, Read to Self, Read to Someone 	K.W.3, K.W.8	<ul style="list-style-type: none"> -Chart <i>Writing Topics</i> 	
		19	CAFÉ: Accuracy and Expand Vocabulary (Add each day to the CAFÉ board) Word Work	<ul style="list-style-type: none"> Mini Lesson 1 -Cross Checking Mini Lesson 2 - Tune into Interesting Words Mini Lesson 3 -Introduce Word Work Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone 	K.RF.1, K.RF.2	<ul style="list-style-type: none"> <i>The Café</i>- page 170 <i>The Café</i>- page 185 CAFÉ board - I Chart <i>Word Work</i> 	

Mayflower Mill Elementary School
 Reading Curriculum Map Kindergarten p. 7 of 28

		20	<p>CAFÉ: Comprehension, Accuracy, and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Back up and reread</p> <p>Mini Lesson 2 -Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	K.RF.4, K.RI.10	<p><i>The Café</i>- page 155 - I Chart <i>Word Work</i></p>
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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		21	<p>CAFÉ: Fluency, Comprehension, Accuracy, and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Read appropriate level text that are a “Good Fit”</p> <p>Mini Lesson 2 --Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	K.RF.4, K.RI.10	<p><i>The Café</i>- page 179 - I Chart <i>Word Work</i></p>	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 8 of 28

22	<p>CAFÉ: Comprehension and Fluency</p> <p>Word Work</p>	<p>Mini Lesson 1 -Monitor and Fix Up</p> <p>Mini Lesson 2 --Voracious Reading</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>K.RF.2, K.W.7, K.W.3</p>	<p><i>The Café-</i> page 156 <i>The Café-</i> page 178 - I Chart <i>Word Work</i></p>
23	<p>CAFÉ: Expand Vocabulary and Comprehension</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Voracious Reading</p> <p>Mini Lesson 2 -Use Prior Knowledge to Connect with Text</p> <p>Mini Lesson 3 -Introduce Listen to Reading Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone, Word Work</p>	<p>K.W.7, K.W.8</p>	<p><i>The Café-</i> page 184 <i>The Café-</i> page 158 - I Chart <i>Listen to Reading</i></p>
24	<p>CAFÉ: Expand Vocabulary</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Use pictures, illustrations</p> <p>Mini Lesson 2 -Use pictures, illustrations</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>K.W.1, K.W.2</p>	<p><i>The Café-</i> page 186 - I Chart <i>Listen to Reading</i></p>

Mayflower Mill Elementary School
 Reading Curriculum Map Kindergarten p. 9 of 28

		25	<p>CAFÉ: Accuracy</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Use the picture...Do the words and pictures match?</p> <p>Mini Lesson 2 -Use beginning sounds and ending sounds</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	K.W.3, K.RF.2	<p><i>The Café</i>- page 171 <i>The Café</i>- page 172 - I Chart <i>Listen to Reading</i></p>
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Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		Comprehension	<ul style="list-style-type: none"> -Connect text to life experience -Respond to questions about the story -Compare and contrast within and between text -Retell the story including main characters 		<ul style="list-style-type: none"> -Big book of rhymes <u>Mary Wore her Red Dress</u> p. 6-7 -Big book <u>Moo, Moo, Brown Cow</u> 	

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K.RF.2.d, K.RI.9,
 K.RF.1, K.RF.3a,
 K.RF.1.c, K.RI.6,
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Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 10 of 28

		<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Identify beginning sounds of words. -Clap words in a sentence -Clap syllables in a sentence -Recognize when two words rhyme 			<ul style="list-style-type: none"> -Big book of rhymes and songs <u>The Alphabet Song</u> p. 2-3 -Big book <u>From Anne to Zach</u>
		<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 			<ul style="list-style-type: none"> -Big book <u>I Read Signs</u> -Library book <u>Look Out Kindergarten Here I Come!</u> -Library book <u>Jazzbo and Googy</u>
		<p>Expand CAP/Vocabulary</p> <ul style="list-style-type: none"> -Read left to right, top to bottom -Word by word matching -Use text features (titles, headings, captions, graphic features) -Understand concept of print 			<ul style="list-style-type: none"> -Big book of rhymes and songs <u>Mary Had a Little Lamb</u> p. 15

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
7	I A m S p e c i a l	Comprehension	<ul style="list-style-type: none"> -Listen with understanding -Retell the story including the setting 	K.RF.2a, K.RF.1c, K.RF.2d, K.SL.3, K.RL.3, K.RF.1d, K.RF3.c	<ul style="list-style-type: none"> -Big book <u>Mice Squeak. We Speak</u> -Library book <u>Hello Toes! Hello Feet!</u> 	
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Recognize when two words rhyme -Produce rhyming words -Identify beginning sounds of words (m/s) 		<ul style="list-style-type: none"> -Anthology <u>If You're Happy and You Know It</u> p. 122 	
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 		<ul style="list-style-type: none"> -Big book of rhymes and songs <u>Everything Grows</u> p. 16 	
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Understand concept of a word 			

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 11 of 28

8	I A m S p e c i a l	Comprehension	-Identify fiction and non-fiction	K.RF.1d, K.RF3.c, K.RF.2a, K.RF.2c, K.RI.9	-Big book <u>Mice Squeak, We Speak</u>	
		Accuracy Phonemic Awareness and Phonics	-Produce rhyming words -Identify beginning sounds of a word (r) -Blend onset and rime -Orally match words that begin with the same sound -Orally match words that end with the same sound		-Library book <u>The Body Book</u> -Anthology <u>Loop De Loo</u> p. 123	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words		-Big book of rhymes and songs <u>Fingers and Feet</u> p. 5	
		Expand CAP/Vocabulary				

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
9	I A m S p e c i a l	Comprehension	-Use main idea and supporting details to determine importance -Retell story including beginning, middle, end	K.RF.1d, K.RF3c, K.RF.3a, K.RF.2d, K.RF.2a, K.RI.2, K.RL.3	-Library book <u>The Body Book</u> -Anthology <u>Mother, Mother, I Want Another</u> p. 56-57	
		Accuracy Phonemic Awareness and Phonics	-Clap words in a sentence -Identify the first sound in a word (t) -Produce rhyming words		-Big book <u>Mice Squeak, We Speak</u>	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words		-Big book of rhymes and song <u>I Am</u> p. 3-4	
		Expand CAP/Vocabulary				

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 12 of 28

10	Ar ou nd th e Ta ble	Comprehension	-Name the characters -Retell beginning, middle, end -Tell a connected story using pictures	K.RF.1d, K.RF3c, K.RL.3, K.RF.2b, K.RF.2d, K.RF.2a, K.RL.2, K.RI.4, K.RL.7	-Big book <u>Peanut Butter, Jelly</u> -Anthology <u>The Gingerbread Man</u> p. 40-43
		Accuracy Phonemic Awareness and Phonics	-Clap syllables in one to three segments -Identify the first sound in a word (p/c) -Recognize when two words rhyme		-Library book <u>Bunny Cakes</u>
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words		
		Expand CAP/Vocabulary	-Use interesting words (onimonopia)		-Big book of rhymes and song <u>The Kitchen Sink Song</u> p. 9

Week	Un it	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
11	Ar ou nd th e Ta ble	Comprehension	-Checking for understanding	K.RF.1d, K.RF3c, K.RF.2b, K.RF.2d, K.RF.2a, K.RI.1,	-Big book <u>Peanut Butter, Jelly</u> -Library book <u>Hold the Anchovies</u>	
		Accuracy Phonemic Awareness and Phonics	-Orally blend words presented in syllable segments -Identify the first sound in a word (short vowel "a") -Blend three sounds to make a word -Produce rhyming words -Clap syllables in one to three segments		-Anthology <u>Yellow Butter</u> p. 12	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words			
		Expand CAP/Vocabulary	-Understanding concept of a word (color words)		-Big book of rhymes and songs <u>Old Mister Rabbit</u> p. 26-27	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 13 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
12	Around the Table	Comprehension	-Name the author's purpose -Recognize literacy elements (genre folktales) -Use text features (patterns) -Retell beginning, middle, end	K.RF.1d, K.RF3c, K.RF.2d, K.RF.2c, K.RF.2b, K.RI.7, K.RL.5, K.RF.2a, K.RL.2	-Library book <u>Hold the Anchovies</u> -Anthology <u>Stone Soup</u> p. 44-47 -Big book <u>Peanut Butter, Jelly</u>	
		Accuracy Phonemic Awareness and Phonics	-Identify the first sound in a word -Blend onset and rime -Syllable deletion -Orally blend words presented in syllable segments -Play with rhyming words		-Big book of rhymes and song <u>Sam and Pam</u> p. 8	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words			
		Expand CAP/Vocabulary				

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
13	Silly Businesses	Comprehension	-Identify fiction and non-fiction -Retell beginning, middle, end -Name the problem-solution	K.RF.1d, K.RF3c, K.RF.2b, K.RF.2c, K.RF.2d, K.RI.9, K.RL.2, K.RF.1, K.RI.2	-Big book <u>Warthogs In the Kitchen</u> -Library book <u>The Crayon Box that Talked</u>	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 14 of 28

	<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Clap syllables in one to three segments -Syllable deletion -Blend onset and rime -Orally match words that begin with the same sound (n/d) -Orally match words that end with the same sound -Clap words in a sentence 		<p>-Anthology <u>Five Little Monkeys</u> p.16</p> <p>-Anthology <u>Aiken Drum</u> p. 127</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 		
	<p>Expand CAP/Vocabulary</p>		

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
14	Silly Business	Comprehension	<ul style="list-style-type: none"> -Compare and contrast within and between text -Predict what happens next -Identify fiction/non fiction -Recognize literacy elements (folk tales) -Predict what happens next 	K.RF.1d, K.RF.3c, K.RF.2d, K.RF.2c, K.RF.2b, K.RL.9, K.RL.1, K.RF.1b, K.RL.5, K.RF.2a, K.RL.1, K.RF.2c, K.RF.2d	<p>-Big book <u>Warthogs in the Kitchen</u></p> <p>-Library book <u>I Took My Frog to the Library</u></p>	
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Identify the middle sound in a word -Blend onset and rime -Blend three sounds to make a word -Clap syllables in one to three segments -Segment three sounds in a word -Orally match words that begin with the same sound -Stretch or blend sounds in words 		<p>-Anthology <u>What Did You Put in Your Pocket?</u> P. 17-19</p> <p>-Big book of rhymes and songs <u>Bingo</u> p. 10</p>	
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words (number words) 			
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Understand concept of a letter -Understand concept of a word 			

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 15 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
15	Family Ties	Comprehension	-Retell story including story line/characters -Setting, problem or goal events, sequencing beginning, middle, end (problem/solution)	K.RF.1d, K.RF3c, K.RI.9, K.RF.2d, K.RF.3a, K.RF.2a, K.RL.3, K.RF.1b	-Library book <u>I Took My Frog to the Library</u>	
		Accuracy Phonemic Awareness and Phonics	-Identify the first sound in a word (g/f) -Orally match words that begin with the same sound -Recognize when two words rhyme (below/go) -Look carefully at letters and words (long/short words)		-Anthology <u>The Terrible Tragedies</u> p. 62-66 -Big book <u>Warthogs in the Kitchen</u>	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words		-Big book of rhymes and song <u>Down by the Bay</u> p. 12-13	
		Expand CAP/Vocabulary				

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
16	Family Ties	Comprehension	-Compare/contrast (mouse vs frog) -Vol. 2 p. 85 -Story line characters (characters feelings) Vol. 2 p. 93 - -Setting, problem or goal events, sequencing beginning, middle, end - Vol. 2 p. 101 -Check for understanding (asking questions throughout the reading) -Vol. 2 p. 109	K.RF.1d, K.RF3c, K.RF.2d, K.RF.2c, K.RF.2b, K.RL.9, K.RL.3, K.RL.1, K.RI.7	-Big book <u>Off We Go!</u> -Library book <u>A Birthday Basket for Tia</u> -Anthology <u>Let's Go Froggy!</u> p. 36	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 16 of 28

	<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Identify the first sound in a word (short vowel i) -Vol. 2 p. 117 -Segment three sounds in a word (position of the “i” sound in words) -Blend three sounds to make a word (word family) -Clap syllables in one to three segments -Segment onset and rhyme (identify middle sound) -Do the words and pictures match 		<p>-Big book of rhymes and songs <u>Winter Birds</u> p. 14</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 		
	<p>Expand CAP/Vocabulary</p>		

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
17	Family Ties	<p>Comprehension</p> <ul style="list-style-type: none"> -Setting, problem, goal setting, sequence beginning, middle, end (problem solution) -Vol. 2 p.131 -Story Line-Characters (character’s actions) -Vol. 2 p.139 -Retell story (use big book) -Vol. 2 p.147 -Make a picture or mental image (visualizing) -Vol. 2 p.155 -Compare/contrast within and between texts -Vol. 2 p.163 		<p>K.RF.1d, K.RF3c, K.RF.2c, K.RF.2d, K.RL.3, K.RL.9, K.RI.9</p>	<p>-Library book <u>Dear Juno</u></p> <p>-Anthology <u>Jamaica’s Find</u> p. 90</p> <p>-Little/big book <u>Off We Go!</u></p> <p>-Anthology <u>Grandfather and I</u> p. 99</p> <p>-Anthology <u>The Three Little Pigs</u> p. 101</p>	
		<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Identify the last sound in a word (g) -Blend three sounds to make a word -Segment three sounds (middle sound) 				
		<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 				
		<p>Expand CAP/Vocabulary</p>				

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 17 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
18	Animal Families	Comprehension	-Use prior knowledge to connect with text Vol. 2 p.195 -Identify fiction/non-fiction (real/make believe or fantasy/reality) Vol. 2 p. 211 -Retell a story Vol. 2 p. 221 -Respond to questions about the story (making inferences) Vol. 2 p. 241	K.RF.1d, K.RF3c, K.RF.2d, K.SL.4, K.RI.9, K.RL.3, K.RL.6, K.RL.1	-Big Book <u>Does a Kangaroo Have a Mother Too?</u> -Library book <u>Are You There Baby Bear?</u> -Anthology <u>Three Billy Goats Gruff</u> p. 49	
		Accuracy Phonemic Awareness and Phonics	-Orally match words that begin with the same sound (l/h) Vol. 2 p.193 -Identify the first sound of a word (l/h) Vol. 2 p. 209 -Segment three sounds (l/h)			
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words			
		Expand CAP/Vocabulary	-Use interesting words (number words) Vol. 2 p. 231		-Big book of Rhymes and Songs <u>Five Speckled Frogs</u> p. 30	

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		Comprehension	-Tell a connected story using pictures Vol. 2 p. 255 -Retell beginning, middle, end (main idea in details) Vol. 2 p. 263 -Predict what happens next Vol. 2 p. 271 -Listen with understanding Vol. 2 p. 301 -Setting, problem or goal events, sequence beginning, middle, end (focus on beginning middle end) Vol. 2 p. 309		-Big Book <u>Does a Kangaroo Have a Mother Too?</u> -Library book <u>A Time for Playing</u> -Anthology <u>Chicken Forgets</u> p. 51 -Anthology <u>A Town Mouse and a Country Mouse</u> p. 83	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 18 of 28

	<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Identify the last sound in a word -Blend three sounds to make a word -Segment three sounds in a word (middle sounds and counting sounds) -Clap syllables in one to three segments -Recognize when two words rhyme Vol. 2 p. 279 & p. 332 -Clap words in a sentence (count words) Vol. 2 p. 287 -Identify the first sound in a word -Blend onset and rhyme (phoneme isolation middle and final) -Segment onset and rhyme (delete sounds and tell what's left) 	<ul style="list-style-type: none"> -Big book of Rhymes and Songs <u>Mary Had a Little Lamb</u> p. 15 -Anthology <u>Five Little Pigs</u> p. 10
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 	
	<p>ExpandCAP/ Vocabulary</p> <ul style="list-style-type: none"> -Know the meaning of a period (exclamation points) Vol. 2 p. 317 -Word by word matching Vol. 2 p. 325 	<ul style="list-style-type: none"> -Big book of Rhymes and Songs <u>The Kitty Ran Up the Tree</u> p. 11

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
20	Bug Surprises	Comprehension	<ul style="list-style-type: none"> -Predict what happens next -Retell beginning, middle, end (main idea/details) 	K.RF.1d, K.RF3c, K.RL.1, K.RL.2, K.RF.2b, K.RL.1, K.RF.2d	<ul style="list-style-type: none"> -Big book <u>Look Closer</u> -Library book <u>Butterfly</u> 	mCLASS: Reading Assessment
		<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Clap syllables in one to three segments -Segment three sounds in a word -Identify the first sound in a word (b/k) -Orally match words that begin with the same sound -Segment onset and rhyme (delete beginning sounds and tell what's left) 				
		<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 				
		<p>Expand CAP/Vocabulary</p> <ul style="list-style-type: none"> -Use interesting words (content words of butterfly) 				

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 19 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
21	Bug Surprises	Comprehension	-Retell beginning, middle, end (main idea/details) Vol. 2 p.431 -Retell story Vol. 2 p. 439 -Respond to questions about the story (making inferences) Vol. 2 p. 447	K.RF.1d, K.RF3c, K.RL.1, K.RL.2, K.RL.3, K.RF.2d, K.RF.2c	-Library book <u>Wonderful Worms</u> -Anthology <u>Anansi and the Biggest Sweetest Melon</u> p. 104 -Big book of rhymes and songs <u>When it Comes to Bugs</u> p. 17	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	-Orally match words that begin with the same sound (middle short vowel 'o') -Segment onset and rhyme -Blend three sounds to make a word -Identify the last sound in a word -Segment three sounds in a word			
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words			
		Expand CAP/Vocabulary	-Listen for interesting words Vol. 2 p.423 -Know the meaning of a period (? ! .) Vol. 2 p. 455			

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
22	Bug Surprises	Comprehension	-Retell beginning, middle, end (summarize) Vol. 2 p. 469 -Naming characters Vol. 2 p. 477 -Predict what happens next (anticipating text) Vol. 2 p. 501	K.RF.1d, K.RF3c, K.RL.2, K.RL.3, K.RL.1, K.RF.1b, K.RF.2d, K.RF.2c, K.RF.2e	-Library book <u>Wonderful Worms</u> -Anthology <u>The Fearsome Beast</u> p. 108 -Anthology <u>The Ants Go Marching</u> p. 140	mCLASS: Reading Assessment

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 20 of 28

	<p>Accuracy Phonemic Awareness and Phonics</p>	<ul style="list-style-type: none"> -Segment three sounds in a word (counting sounds) -Blend three sounds to make a word -Orally blend words presented in syllable segments (substituting the first sound) Vol. 2 p. 483 	
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 	
	<p>Expand CAP/Vocabulary</p>	<ul style="list-style-type: none"> -Using interesting words (naming insects in story/make a word web) Vol. 2 p. 485 -Word by word matching Vol. 2 p. 493 	<ul style="list-style-type: none"> -Big book <u>Look Closer</u> -Big book of rhymes and songs <u>Eency Weency Spider</u> p. 20

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
23	Animal Adventures	Comprehension	<ul style="list-style-type: none"> -Retell story (beginning, middle, end) Vol. 2 p. 549 -Compare/contrast Vol. 2 p. 559 -Predict what happens next Vol. 2 p. 579 	K.RF.1d, K.RF3c, K.RL.1, K.RL.2, K.RL.9, K.RF.4, K.RF.2a, K.RF.2d, K.RF.2b	<ul style="list-style-type: none"> -Library book <u>Elmer</u> -Anthology <u>The Rooster Who Went to his Uncle's Wedding</u> p. 94 	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Recognize when two words rhymes -Orally match words that begin with the same sound (w/ks/x) -Clap syllables in one to three segments 			
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words -Read with expression and pacing Vol. 2 p. 569 		<ul style="list-style-type: none"> -Big book of rhymes and songs <u>The Bear Went Over the Mountain</u> p. 21 	
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Listen for interesting words (sound words) Vol. 2 p. 533 		<ul style="list-style-type: none"> -Big book <u>Walking Through the Jungle</u> 	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 21 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
24	Animal Adventures	Comprehension	<ul style="list-style-type: none"> -Tell a connected story using pictures Vol. 2 p. 593 -Name problem and solution Vol. 2 p. 609 -Retell story (setting) Vol. 2 p. 625 -Compare and contrast within and between texts Vol. 2 p. 647 -Retell beginning, middle, end Vol. 2 p. 671 	K.RF.1d, K.RF3c, K.RL.7, K.RF.2a, K.RI.2, K.RL.1, K.RL.3, K.RL.9, K.RF.1b, K.RL.2, K.RF.2c, K.RF.2d, K.RF.2e	<ul style="list-style-type: none"> -Big book <u>Walking Through the Jungle</u> -Anthology <u>Counting Crocodiles</u> p. 78 -Anthology <u>The Strongest One of All</u> p. 80 -Anthology <u>The Hare and the Tortoise</u> p. 34 	
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Produce rhyming words Vol. 2 p. 601 -Segment onset and rhyme -Blend three sounds to make a word -Orally match words that begin with the same sound -Blend onset and rhyme (b-ox) Vol. 2 p. 615 -Orally match words that end with the same sound (and have the same middle sound) -Segment three sounds in a word (count sounds) -Segment onset and rhyme (delete beginning sound “say bean w/o the ‘b’”) Vol. 2 p. 661 		<ul style="list-style-type: none"> -Library book <u>So Say the Little Monkeys</u> 	
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 			
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Use interesting words (action words) Vol. 2 p. 617 (sound words) Vol. 2 p. 639 (prepositions, on/up/down etc.) Vol. 2. P. 633 -Word by word matching (text patterns) Vol. 2 p. 655 		<ul style="list-style-type: none"> -Big book of rhymes and songs <u>The Little Turtle</u> p. 24 -Anthology <u>Going on a Bear Hunt</u> p. 20 -Library book <u>So Say the Little Monkeys</u> -Big book <u>Walking Through the Jungle</u> 	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 22 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
25	Around the Town	Comprehension	-Name the problem/solution Vol. 3 p. 51 -Retell beginning, middle, end Vol. 3 p. 71	K.RF.1d, K.RF3c, K.RL.1, K.RF.4, K.RI.2, K.RF.2a, K.RL.2, K.RF.2d, K.RF.2c	-Anthology <u>The Shoemaker and the Elves</u> p. 87-89 -Library book <u>Benny's Pennies</u>	
		Accuracy Phonemic Awareness and Phonics	-Produce rhyming words Vol. 3 p. 61 -Orally match words that begin with the same sound (v/j) -Blend three sounds to make a word (v/j)		-Anthology <u>Mr. Backward</u> p. 23	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words -Read with expression and pacing (quotation marks) Vol. 3 p. 41		-Library book <u>Benny's Pennies</u>	
		Expand CAP/Vocabulary	-Use interesting words (shape words) Vol. 3 p. 25		-Big book <u>The Shape of Things</u>	

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
26	Around the Town	Comprehension	-Retell beginning, middle, end (main idea) Vol. 3 p. 85 -Retell story including setting Vol. 3 p. 93 -Responds to questions about the story (cause/effect) Vol. 3 p. 101 -Make a picture or mental image (visualize) Vol. 3 p. 109	K.RF.1d, K.RF3c, K.RL.2, K.RL.3, K.RL.1, K.RF.2a, K.RF.2d, K.RF.2c	-Big book <u>The Shape of Things</u> -Library book <u>Good-Bye Hello</u> -Anthology <u>My Pet Spider</u> p. 25-27 -Big book of rhymes and songs <u>Down by the Bay</u> p. 12-13	
		Accuracy Phonemic Awareness and Phonics	-Produce rhyming words Vol. 3 p. 117 -Orally match words that begin with the same sound (middle) -Segment three sounds in a word (short vowel 'e') -Blend three sounds to make a word -Segment onset and rhyme -Recognize when two words rhyme		-Big book <u>The Shape of Things</u>	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 23 of 28

	Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 		
	Expand Vocabulary			

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
27	Ar ou nd th e To wn	Comprehension	<ul style="list-style-type: none"> -Retell story, story-line characters (making judgments about characters) Vol. 3 p. 131 -Retell story sequence Vol. 3 p. 139 -Retell beginning, middle, end (summarize) Vol. 3 p. 147 -Retell story including setting Vol. 3 p. 163 		<ul style="list-style-type: none"> -Library book <u>Good-Bye Hello</u> -Anthology <u>Caps for Sale</u> p. 73-74 -Big book <u>The Shape of Things</u> -Anthology <u>Sing a Song of People</u> p. 22 	
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Segment three sounds in a word (middle) -Blend three sounds to make a word -Segment onset and rhyme (delete beginning sound) -Orally match words that begin with the same sound -Produce rhyming words 		K.RF.1d, K.RF3c, K.RL.3, K.RL.2, K.RL.1, K.RF.2d, K.RF.2c, K.RF.2e, K.RF.2a	
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 			
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Use interesting words (action words) Vol. 3 p. 155 		<ul style="list-style-type: none"> -Big book of rhymes and songs <u>Old Mister Rabbit</u> p. 26-27 	

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		Comprehension	<ul style="list-style-type: none"> -Retell story beginning, middle, end (main idea/details) Vol. 3 p. 211 -Retell beginning, middle, end (summarize) Vol. 3 p. 241 		<ul style="list-style-type: none"> -Library book <u>Career Day</u> 	

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K.RF.1d, K.RF3c,
K.RF.2d, K.RF.2b,

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 24 of 28

	Accuracy Phonemic Awareness and Phonics	-Orally match words that begin with the same sound (y/z) -Clap syllables in one to three segments Vol. 3 p. 239		
	Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words -Reads with expression and pacing (quotation marks) Vol. 3 p. 221		-Anthology <u>Mother, Mother, I want Another</u> p. 56-57
	Expand CAP/Vocabulary	-Word by word matching (text patterns) Vol. 3 p. 195 -Use interesting words (naming words/nouns) Vol. 3 p. 231		-Big book <u>The Big Yellow Bus</u> -Big book of rhymes and songs <u>The Bus Song</u> p. 23

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
29	Neighborhood Helpers	Comprehension	-Check for understanding (non-fiction text organization) Vol. 3 p. 263 -Name the characters (by what they say and what they do) Vol. 3 p. 271 -Retell beginning, middle, end (sequencing using a story board) Vol. 3 p. 279 and p. 317, p. 333 -Retell story including sequencing Vol. 3 p. 287 -Retell story including setting Vol. 3 p. 309	K.RF.1d, K.RF3c, K.RF.2d, K.RF.2c, K.RF.1b, K.RI.7, K.RL.3, K.RL.2, K.RF.2a, K.RF.2e, K.RL.1, K.RL.3	-Library book <u>Guess Who?</u> -Anthology <u>Franklin in the Dark</u> p. 53-55 -Anthology <u>Jamaica's Find</u> p.90-93 -Big book <u>The Big Yellow Bus</u> -Anthology <u>The Town Mouse and the Country Mouse</u> p. 83-86 -Anthology <u>Stone Soup</u> p. 44-47	
		Accuracy Phonemic Awareness and Phonics	-Orally match words that begin with the same sound (beginning and middle) -Blend three sounds to make a word -Clap syllables in one to three segments -Produce rhyming words -Orally blend words presented in syllable segments -Segment three sounds in a word -Recognize when two words rhyme			

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 25 of 28

	Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 	
	Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Word by word matching Vol. 3 p. 255 (repeating patterns) p. 325 -Listen for interesting words (understanding content words, definitions) Vol. 3 p. 301 	<ul style="list-style-type: none"> -Big book <u>The Big Yellow Bus</u> -Library book <u>Guess Who?</u> -Anthology <u>This Is the Way We Go to School</u> p. 121

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
30	Exploring Our Surroundings	Comprehension	<ul style="list-style-type: none"> -Name problem and solution Vol. 3 p. 379 -Retell story Vol. 3 p. 409 	K.RF.1d, K.RF3c, K.RF.2d, K.RF.2c, K.RF.4, K.RI.7, K.RL.1, K.RF.1b, K.RL.3	-Library book <u>Come Along, Daisy!</u>	
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Orally match words that begin with the same sound (kw/q for beginning 'u' for the middle) -Blend three sounds to make a word -Segment three sounds in a word (count sounds) 			
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words -Reads with expression and pacing (quotation marks) Vol. 3 p. 365 		-Big book <u>Five Little Ducks</u>	
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Use interesting words (action words) Vol. 3 p. 389 -Word by word matching Vol. 3 p. 399 		<ul style="list-style-type: none"> -Anthology <u>Bear in There</u> p. 15 -Big book of rhymes and songs <u>The Bear Went Over the Mountain</u> p. 21 	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 26 of 28

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
31	Exploring Our Surroundings	Comprehension	-Check for understanding (describing words) Vol. 3 p. 431 -Retell story including sequencing Vol. 3 p. 439 -Check for understanding (KWL) Vol. 3 p. 447	K.RF.1d, K.RF3c, K.RF.2d, K.RF.2c, K.RF.2e, K.RL.1, K.SL.2, K.RL.3, K.RI.7	-Anthology <u>Henny Penny</u> p. 75-77 -Big book of rhymes and songs <u>The Little Turtle</u> p. 24-25	
		Accuracy Phonemic Awareness and Phonics	-Orally match words that begin with the same sound (middle) -Segment onset and rhyme (delete beginning sound) -Blend three sounds to make a word -Orally blend words presented in syllable segments (substitute beginning and middle sounds) -Use the pictures Vol. 3 p. 455		-Library book <u>What's What?</u> -Big book <u>Five Little Ducks</u>	
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words			
		Expand CAP/Vocabulary	-Use interesting words (number words)		-Big book <u>Five Little Ducks</u>	

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
32	Exploring Our Surroundings	Comprehension	-Retell story, story-line characters Vol. 3 p. 477 -Retell beginning, middle, end (summarize) Vol. 3 p. 485 -Name the problem/solution Vol. 3 p. 501	K.RF.1d, K.RF3c, K.RF.2c, K.RL.3, K.RL.2, K.RI.2	-Anthology <u>Chicken Forgets</u> p. 51-52 -Big book <u>Five Little Ducks</u> -Anthology <u>Blame</u> p. 14	
		Accuracy Phonemic Awareness and Phonics	-Blend three sounds to make a word -Segment onset and rhyme (delete beginning sounds)			
		Fluency Comprehension, Accuracy, Rate, Expression	-Recognize uppercase letters -Recognize lowercase letters -Recognize sight words			

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 27 of 28

		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Know the meaning of a period (questions, statements) Vol. 3 p. 469 -Using interesting words (vocabulary five senses) Vol. 3 p. 493 		<ul style="list-style-type: none"> -Library book <u>What's What?</u> -Big book of rhymes and songs <u>Kitchen Sink</u> p. 9
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Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
33	Under the Ocean	Comprehension	<ul style="list-style-type: none"> -Compare/contrast within and between texts Vol. 3 p. 533 -Check for understanding Vol. 3 p. 549 	K.RF.1d, K.RF.3c, K.RF.2d, K.RF.2c, K.RF.2e, K.RF.2b, K.RL.9, K.RI.9, K.SL.2, K.RF.3c, K.L.5	<ul style="list-style-type: none"> -Big book <u>Splash in the Ocean</u> -Library book <u>Fish Faces</u> 	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Orally match words that begin with the same sound -Blend three sounds to make a word -Orally blend words presented in syllable segments -Clap syllables in one to three segments Vol. 3 p. 559 -Segment onset and rhyme (delete beginning sound) 		<ul style="list-style-type: none"> -Anthology <u>A House by the Sea</u> p. 116-118 	
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words -Reads smoothly -Knows many words by heart Vol. 3 p. 569 		<ul style="list-style-type: none"> -Big book of rhymes and songs <u>The Little Fishes</u> p. 28-29 	
		Expand CAP/Vocabulary	<ul style="list-style-type: none"> -Use interesting words (classifying words) Vol. 3 p. 577 		<ul style="list-style-type: none"> -Library book <u>Fish Faces</u> 	

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		Comprehension	<ul style="list-style-type: none"> -Retell story sequencing Vol. 3 p. 607 -Predict what happens next (predicting patterns of words) Vol. 3 p. 623 		<ul style="list-style-type: none"> -Anthology <u>There's a Hole in the Middle of the Sea</u> p. 141 -Big book <u>Splash in the Ocean!</u> 	

Mayflower Mill Elementary School
Reading Curriculum Map Kindergarten p. 28 of 28

	<p>Accuracy Phonemic Awareness and Phonics</p> <ul style="list-style-type: none"> -Produce rhyming words Vol. 3 p. 597 -Segment three sounds in a word (counting sounds) -Blend three sounds in a word -Orally blend words presented in syllable segments (substituting beginning sound) -Use the picture Vol. 3 p. 599 	<p>-Library book <u>Swimmy</u></p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <ul style="list-style-type: none"> -Recognize uppercase letters (titles and beginning of sentences) Vol. 3 p. 615 -Recognize lowercase letters -Recognize sight words 	<p>-Big book of rhymes and songs <u>The Little Fishes</u> p. 28-29</p>
	<p>Expand CAP/Vocabulary</p> <ul style="list-style-type: none"> -Use interesting words (action words) Vol. 3 p. 591 	<p>-Big book <u>Splash in the Ocean!</u></p>

Week	Unit	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
35	Under the Ocean	Comprehension	<ul style="list-style-type: none"> -Compare/contrast within and between text Vol. 3 p. 637 -Make a picture or mental image Vol. 3 p. 645 -Predict what happens next (making inferences) Vol. 3 p. 661 -Respond to questions about the story Vol. 3 p. 669 	K.RF.1d, K.RF.3c, K.RF.2e, K.RF.2c, K.RL.5, K.RI.7, K.RL.1	<ul style="list-style-type: none"> -Library book <u>Swimmy</u> -Anthology <u>The Seashore Noisy Book</u> p. 112-115 -Anthology <u>If You Ever</u> p. 30 	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	<ul style="list-style-type: none"> -Orally blend words presented in syllable segments (substitute middle sounds) -Blend three sounds -Segment onset and rhyme (delete beginning sounds) -Blend onset and rhyme (add a beginning sound “g to lad”) -Use the pictures Vol. 3 p. 653 		<ul style="list-style-type: none"> -Big book <u>Splash in the Ocean!</u> 	
		Fluency Comprehension, Accuracy, Rate, Expression	<ul style="list-style-type: none"> -Recognize uppercase letters -Recognize lowercase letters -Recognize sight words 			
		Expand CAP/Vocabulary				