



## Curriculum Maps: Kindergarten

### **How to read curriculum maps**

The numbers in the top row of the curriculum map correspond to the months of the school year. For example, if your school year begins in September, then September would be month 1 on the map. If your school year begins in August, then August would be month one.

The shaded boxes marked with "X" represent the months in which a particular skill should be taught.

The map can be read using either a "horizontal trace" or a "vertical trace". To do a horizontal trace, you select a skill you are interested in, then trace across the row to find the months marked with an "X" for that skill. This will tell you which months a skill should be taught. To perform a vertical trace, select a particular month, then trace down the column to find the shaded boxes. The shaded boxes correspond to the skills that should be taught that month.

Curriculum maps are organized by grade and big idea. Within each big idea, there are multiple objectives children should accomplish. It is important to note that these are time-sensitive maps in the sense that the skills children should master are linked to particular points in time during the academic year. These skills are cumulative and developmental. One of the features that can help teachers prioritize skills are items with an asterisk that are considered more important than others. This doesn't mean that the other skill areas don't need to be taught, but the asterisk items should be given priority.

Curriculum Maps are included for the following big ideas:

#### **Kindergarten**

Phonemic Awareness  
Alphabetic Principle  
Vocabulary  
Comprehension



## Curriculum Maps: Kindergarten

### Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: <b>Phonemic Awareness</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Sound and Word Discrimination</b>									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
<b>Focus 2: Rhyming <sup>c</sup></b>									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
<b>Focus 3: Blending</b>									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
<b>Focus 4: Segmentation</b>									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words	8 <sup>a</sup>	X	X	X	25 <sup>a</sup>				
* 4e: Segments individual sounds in words					18 <sup>b</sup>	X	X	X	35 <sup>b</sup>

\* High priority skill

a. DIBELS ISF Score

b. DIBELS PSF Score

c. Optimal time for rhyme instruction not established

### Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter-Sound Correspondence</b>									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	13 <sup>a</sup>	X	X	X	25 <sup>a</sup>
<b>Focus 2: Decoding (Sounding Out Words)</b>									
* 2a: Blends letter sounds in 1-syllable words					13 <sup>a</sup>	X	X	X	25 <sup>a</sup>
<b>Focus 3: Sight-Word Reading</b>									
3a: Recognizes some words by sight						X	X	X	X

\* High priority skill

a. DIBELS NWF Score



## Curriculum Maps: Kindergarten

### Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: <b>Vocabulary</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Concept Naming and Use</b>									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
* 1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
<b>Focus 2: Categorization</b>									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
<b>Focus 3: Vocabulary Development and Use</b>									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

\* High priority skill

### Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Predicting</b>									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
<b>Focus 2: Identifying Information From Stories</b>									
* 2a: Answers <i>who</i> <sup>1</sup> , <i>where</i> <sup>2</sup> , and <i>what</i> <sup>3</sup> questions after listening to a sentence or short paragraph	1, 3	1, 3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
<b>Focus 3: Retelling and Summarizing</b>									
* 3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
<b>Focus 4: Making Connections</b>									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

\* High priority skill



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