

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

Student Goals:					
		I	To learn the letters of the alphabet and their sounds.		
		II	To learn to blend sounds together in order to read words.		
		III	To recognize some sight words.		
		IV	To enjoy a wide variety of literature.		
		V	To read and write words and sentences.		
Student Outcomes:					
		I	The students will be able to identify the capital and lower case letters of the alphabet (Aa-Zz).		
		II	The students will be able to hear the short vowel sounds of Aa, Ee, Ii, Oo, and Uu.		
		III	The students will be able to learn to print the letters of the alphabet (Aa-Zz).		
		IV	The students will be able to learn the short vowel sound of A, E, I, O, and U in the middle of words.		
		V	The students will be able to print and read three-letter words beginning with the consonant letters of the alphabet.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Smart Start: Take a New Step (3 weeks)	Common Core Language Arts Standards RF.K.1a RF.K.1 RF.K.1d RF.K.3c SL.K.1 SL.K.2 RF.K.4	Students will: <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page • Demonstrate understanding of the organization and basic features of print • Recognize and name all upper and lowercase letters of the alphabet • Read common high 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive 	<ul style="list-style-type: none"> • God made each of us special and unique • Who is in your family? God gave each of us a special family • God created each of us to be able to do unique talents and jobs

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L.K.2a RF.K.2a W.K.2 RF.K.1c RL.K.9 RF.K.2b</p>	<p>frequency words by sight</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics • Confirm understanding of a text read aloud or information presented orally or through other media • Read emergent reader texts with purpose and understanding • Capitalize the first word in a sentence and the pronoun I • Recognize and produce rhyming words • Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about • Understand that words are separated by spaces in print • With prompting and 	<p>monitoring, worksheet assessment</p>	<p>vocabulary</p> <ul style="list-style-type: none"> • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	
--	---	---	---	---	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>support, compare and contrast the adventures and experiences of characters in familiar stories</p> <ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words 			
<p>Unit 1: Take a New Step (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d</p>	<p>Students will:</p> <ul style="list-style-type: none"> Read common high frequency words by sight Confirm understanding of a text read aloud or information presented orally or through other media Identify real life connections between words and their uses With prompting and support, name the author and illustrator of a story and define the role of each in telling the story Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> Whole group instruction Guided Reading groups Phonics worksheets and activities Worksheets on using text evidence from the big book stories Handwriting seat work Alphabet games Vocabulary word work Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> McGraw Hill <i>Wonders</i> Teacher's Edition <i>Wonders</i> Student Practice books <i>Wonders</i> Close Companion books Various <i>Wonders</i> leveled readers Weekly spelling practice Interactive vocabulary Teachers Pay Teachers <i>Wonders</i> grammar worksheets <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> How does God want us to get along with friends? How did God create animals to move differently? Noah's Ark story (Gen. 6) How can we use our senses to explore God's world?

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words• Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each consonant• Write a letter or letters for most consonant and short vowel sounds• Use words and phrases acquired through conversations reading and being read to, and responding to texts• With prompting and support, ask and answer questions about key details in a text• Read emergent reader texts with purpose and understanding• Use a combination of drawing, dictating, and writing to compose informative/			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>explanatory texts in which they name what they are writing about</p> <ul style="list-style-type: none">• Use frequently occurring nouns and verbs• Follow words from left to right, top to bottom, and page by page• Associate the long and short sounds with common spellings for the five major vowels• With prompting and support, ask and answer questions about key details in the text• Spell simple words phonetically, drawing on knowledge of sound-letter relationships			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 2: Let's Explore (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> • How do we use tools to help us explore God's world? • What shapes do you see around God's creation? • What are the different bugs God created for us to enjoy?
--	---	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>producing the primary or many of the sounds for each consonant</p> <ul style="list-style-type: none">• Write a letter or letters for most consonant and short vowel sounds• Use words and phrases acquired through conversations reading and being read to, and responding to texts• With prompting and support, ask and answer questions about key details in a text• Read emergent reader texts with purpose and understanding• Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about• Use frequently occurring nouns and verbs• Follow words from left to right, top to bottom, and page by page			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words Blend two to three phonemes into recognizable words Print many upper and lowercase letters Count, pronounce, blend, and segment syllables in spoken words 			
Unit 3: Going Places (3 weeks)	Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6	Students will: <ul style="list-style-type: none"> Read common high frequency words by sight Confirm understanding of a text read aloud or information presented orally or through other media Identify real life connections between words and their uses With prompting and support, name the 	<ul style="list-style-type: none"> Whole group instruction Guided Reading groups Phonics worksheets and activities Worksheets on using text evidence from the big book stories Handwriting seat work Alphabet games Vocabulary word work Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> McGraw Hill <i>Wonders</i> Teacher's Edition <i>Wonders</i> Student Practice books <i>Wonders</i> Close Companion books Various <i>Wonders</i> leveled readers Weekly spelling practice Interactive vocabulary Teachers Pay 	<ul style="list-style-type: none"> What rules do we follow in different places? God gave us the ten commandments as rules to live by What are the different sounds we hear around God's world? What places do you go during the week? There are many places in God's

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b L.K.2a L.K.2b	author and illustrator of a story and define the role of each in telling the story <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each consonant • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about 		Teachers <ul style="list-style-type: none"> • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	world for us to explore
--	--	---	--	---	-------------------------

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<p>key details in a text</p> <ul style="list-style-type: none">• Read emergent reader texts with purpose and understanding• Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about• Use frequently occurring nouns and verbs• Follow words from left to right, top to bottom, and page by page• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<p>support, describe the relationship between illustrations and the text in which they appear</p> <ul style="list-style-type: none">• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>word in a sentence and the pronoun I.</p> <ul style="list-style-type: none"> Recognize and name end punctuation 			
<p>Unit 4: Around the Neighborhood (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b</p>	<p>Students will:</p> <ul style="list-style-type: none"> Read common high frequency words by sight Confirm understanding of a text read aloud or information presented orally or through other media Identify real life connections between words and their uses With prompting and support, name the author and illustrator of a story and define the role of each in telling the story Actively engage in 	<ul style="list-style-type: none"> Whole group instruction Guided Reading groups Phonics worksheets and activities Worksheets on using text evidence from the big book stories Handwriting seat work Alphabet games Vocabulary word work Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> McGraw Hill <i>Wonders</i> Teacher's Edition <i>Wonders</i> Student Practice books <i>Wonders</i> Close Companion books Various <i>Wonders</i> leveled readers Weekly spelling practice Interactive vocabulary Teachers Pay Teachers <i>Wonders</i> grammar worksheets <i>Wonders</i> daily 	<ul style="list-style-type: none"> What do people use to do their jobs? God designed each of us differently to do a specific job God gave us tools to carry out our job Who are your neighbors? How does God want use to treat our neighbors? How can people help to make our community better? God wants us to take care of our world What types of things would God want us

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a</p>	<p>group reading activities with purpose and understanding</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each consonant • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of 		<p>mechanics worksheets</p>	<p>to do to help our community?</p>
--	--	--	--	---------------------------------	-------------------------------------

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about</p> <ul style="list-style-type: none">• Use frequently occurring nouns and verbs• Follow words from left to right, top to bottom, and page by page• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<p>similarly spelled words by identifying the sounds of letters that differ</p> <ul style="list-style-type: none">• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 5: Wonders of Nature (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, describe the relationship between illustrations and the story in which they appear • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> • What do living things need to grow? -How does God provide for living things, including us? • How do living things change as they grow? • God created different stages of life for plants, animals, and people. Each stage can benefit the other. • What kinds of things grow on a farm? • God provides for us through the land that He has given us
--	---	--	--	--	---

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a RL.K.7 RL.K.5 RI.K.6 RI.K.4 RF.K.2e L.K.1d</p>	<p>producing the primary or many of the sounds for each consonant</p> <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about • Use frequently occurring nouns and verbs • Follow words from left to right, top to bottom, and page by page 			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between similarly spelled words by identifying the sounds of letters that differ• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words• Recognize common types of texts• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.• With prompting and support, ask and answer questions about unknown words in a text• Add or substitute individual sounds in simple, one-syllable words to make new words.• Understand and use question words			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 6: Weather for all Seasons (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, describe the relationship between illustrations and the story in which they appear • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> • How did God make the seasons different? • What happens in different kinds of weather? • The weather is in God's hands. We can pray to him when we are feeling scared or sad. • How can we stay safe in bad weather?
--	---	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a RL.K.7 RL.K.5 RI.K.6 RI.K.4 RF.K.2e L.K.1d L.K.1c RI.K.10</p>	<p>producing the primary or many of the sounds for each consonant</p> <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about • Use frequently occurring nouns and verbs • Follow words from left to right, top to bottom, and page by page 			
--	---	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between similarly spelled words by identifying the sounds of letters that differ• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words• Recognize common types of texts• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.• With prompting and support, ask and answer questions about unknown words in a text• Add or substitute individual sounds in simple, one-syllable words to make new words.• Understand and use question words• Form regular plural nouns orally by adding /s/ or /es/• Actively engage in			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		group reading activities with purpose and understanding			
Unit 7: The Animal Kingdom (3 weeks)	Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b	Students will: <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, describe the relationship between illustrations and the story in which they appear • Actively engage in 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily 	<ul style="list-style-type: none"> • God created some animals alike and some different? • God created each animal unique and for a specific purpose. • How does God want us to treat our pets and take care of them? • God has given each animal a place to live.

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a RL.K.7 RL.K.5 RI.K.6 RI.K.4 RF.K.2e L.K.1d L.K.1c RI.K.10 RI.K.9	group reading activities with purpose and understanding <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each consonant • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of 		mechanics worksheets	
--	---	---	--	-------------------------	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about</p> <ul style="list-style-type: none">• Use frequently occurring nouns and verbs• Follow words from left to right, top to bottom, and page by page• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>similarly spelled words by identifying the sounds of letters that differ</p> <ul style="list-style-type: none">• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words• Recognize common types of texts• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.• With prompting and support, ask and answer questions about unknown words in a			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<p>text</p> <ul style="list-style-type: none">• Add or substitute individual sounds in simple, one-syllable words to make new words.• Understand and use question words• Form regular plural nouns orally by adding /s/ or /es/• Actively engage in group reading activities with purpose and understanding• With prompting and support, identify basic similarities and differences between two texts on the same topic			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 8: From Here to There (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, describe the relationship between illustrations and the story in which they appear • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> • God provides the means for us to get from one place to the other • What do we know about our country • Our country was founded on God's Word • God created amazing things in the sky for us to see and observe • The sky reminds us of how big God is
---	---	--	--	--	---

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a RL.K.7 RL.K.5 RI.K.6 RI.K.4 RF.K.2e L.K.1d L.K.1c RI.K.10 RI.K.9 RL.K.9 RI.K.10b</p>	<p>producing the primary or many of the sounds for each consonant</p> <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about • Use frequently occurring nouns and verbs • Follow words from left to right, top to bottom, and page by page 			
--	---	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between similarly spelled words by identifying the sounds of letters that differ• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words• Recognize common types of texts• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.• With prompting and support, ask and answer questions about unknown words in a text• Add or substitute individual sounds in simple, one-syllable words to make new words.• Understand and use question words• Form regular plural nouns orally by adding /s/ or /es/• Actively engage in			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>group reading activities with purpose and understanding</p> <ul style="list-style-type: none">• With prompting and support, identify basic similarities and differences between two texts on the same topic• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories• Use illustrations and context to make predictions about text			

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 9: How Things Change (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, describe the relationship between illustrations and the story in which they appear • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> • What ways can you help out at home? • God tells us in the Bible to obey our mom and dad. We should choose to be helpful whenever we can. • How can we be the light of Jesus in our community? • How can we be good citizens? • How can things in nature be used to make new things? • God wants us to be good stewards of His world.
--	---	--	--	--	---

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a RL.K.7 RL.K.5 RI.K.6 RI.K.4 RF.K.2e L.K.1d L.K.1c RI.K.10 RI.K.9 RL.K.9 RI.K.10b RF.K.1c W.K.5</p>	<p>producing the primary or many of the sounds for each consonant</p> <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about • Use frequently occurring nouns and verbs • Follow words from left to right, top to bottom, and page by page 			
--	---	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between similarly spelled words by identifying the sounds of letters that differ• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words• Recognize common types of texts• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.• With prompting and support, ask and answer questions about unknown words in a text• Add or substitute individual sounds in simple, one-syllable words to make new words.• Understand and use question words• Form regular plural nouns orally by adding /s/ or /es/• Actively engage in			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<p>group reading activities with purpose and understanding</p> <ul style="list-style-type: none">• With prompting and support, identify basic similarities and differences between two texts on the same topic• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories• Use illustrations and context to make predictions about text• Understand that words are separated by spaces in print• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
--	--	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 10: Thinking Outside the Box (3 weeks)</p>	<p>Common Core Language Arts Standards SL.K.2 L.K.5c RL.K.6 RL.K.10 RF.K.2d RF.K.3a L.K.2c RF.K.3c L.K.6 RL.K.1 RF.K.4 W.K.2 L.K.1b RF.K.1a RF.K.3b RI.K.1 L.K.2d RF.K.2 RI.K.7 RF.K.3 L.K.1f SL.K.6 RF.K.2c RF.K.2f L.K.1a RF.K.2b</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read common high frequency words by sight • Confirm understanding of a text read aloud or information presented orally or through other media • Identify real life connections between words and their uses • With prompting and support, describe the relationship between illustrations and the story in which they appear • Actively engage in group reading activities with purpose and understanding • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words • Demonstrate basic knowledge of one-to-one letter sound correspondences by 	<ul style="list-style-type: none"> • Whole group instruction • Guided Reading groups • Phonics worksheets and activities • Worksheets on using text evidence from the big book stories • Handwriting seat work • Alphabet games • Vocabulary word work • Assessments: weekly reading, individual progress monitoring, worksheet assessment 	<ul style="list-style-type: none"> • McGraw Hill <i>Wonders</i> Teacher's Edition • <i>Wonders</i> Student Practice books • <i>Wonders</i> Close Companion books • Various <i>Wonders</i> leveled readers • Weekly spelling practice • Interactive vocabulary • Teachers Pay Teachers • <i>Wonders</i> grammar worksheets • <i>Wonders</i> daily mechanics worksheets 	<ul style="list-style-type: none"> • God wants us to work together and get along with each other • How did God create some things alike and other things different? • How can we protect the environment that God gave us? • It is our job to take care of God's world.
--	---	--	--	--	---

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L.K.2a L.K.2b RF.K.3d L.K.5a RL.K.4 SL.K.4 RF.K.2a RL.K.7 RL.K.5 RI.K.6 RI.K.4 RF.K.2e L.K.1d L.K.1c RI.K.10 RI.K.9 RL.K.9 RI.K.10b RF.K.1c W.K.5 RL.K.3</p>	<p>producing the primary or many of the sounds for each consonant</p> <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short vowel sounds • Use words and phrases acquired through conversations reading and being read to, and responding to texts • With prompting and support, ask and answer questions about key details in a text • Read emergent reader texts with purpose and understanding • Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about • Use frequently occurring nouns and verbs • Follow words from left to right, top to bottom, and page by page 			
--	---	--	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Associate the long and short sounds with common spellings for the five major vowels• Spell simple words phonetically, drawing on knowledge of sound-letter relationships• Demonstrate understanding of spoken words, syllables, and sounds• With prompting and support, describe the relationship between illustrations and the text in which they appear• Know and apply grade-level phonics and word analysis skills in decoding words• Produce and expand complete sentences in shared language activities• Speak audibly and express thought, feelings, and ideas clearly			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten

COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Blend and segment onsets and rimes of single-syllable spoken words• Blend two to three phonemes into recognizable words• Print many upper and lowercase letters• Count, pronounce, blend, and segment syllables in spoken words• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation• Distinguish between similarly spelled words by identifying the sounds of letters that differ• Sort common objects into categories to gain a sense of the concepts the categories represent• Ask and answer questions about unknown words in a text			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<ul style="list-style-type: none">• Describe familiar people, places, things, and events, and with prompting and support, provide additional detail• Recognize and produce rhyming words• Recognize common types of texts• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.• With prompting and support, ask and answer questions about unknown words in a text• Add or substitute individual sounds in simple, one-syllable words to make new words.• Understand and use question words• Form regular plural nouns orally by adding /s/ or /es/• Actively engage in			
--	--	---	--	--	--

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>group reading activities with purpose and understanding</p> <ul style="list-style-type: none">• With prompting and support, identify basic similarities and differences between two texts on the same topic• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories• Use illustrations and context to make predictions about text• Understand that words are separated by spaces in print• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.• With prompting and support, identify characters, settings,			
--	--	---	--	--	--

CCS COURSE MAP
SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019

		and major events in a story.			

CCS COURSE MAP
SUBJECT: Language Arts

GRADE LEVEL Kindergarten
COURSE LENGTH Year

REVIEWED 2018-2019
