

Fall River Public Schools

Kindergarten ELA Start Smart Curriculum Map

Consult pages S1-S5 before teaching Smart Stat to establish literacy routines for your classroom. Teach these routines while building community and establishing the classroom learning environment. The routines below can be used with tasks and texts applicable for starting the school year. Use the [Instructional Routines Handbook](#) as a reference.

Quick Links for Assessment:

- [Unit Assessment Book](#) --Unit 2, 4, 6, 8, and 10 are collected by FRPS.
Unit 1, 3, 5, 7, and 9 can be used as a formative assessment at the school level
- [Weekly Progress Monitoring for Decoding Skills](#)
- [Untimed Sight Word Inventory aligned to Wonders K Scope and Sequence](#)
- [Untimed Lowercase Letter Inventory Aligned to Wonders K Scope and Sequence](#)

Additional Resources to Support Planning:

[Table of Additional Phonemic Awareness Activities aligned to Wonders](#)

- [Phonological Awareness](#) by Yvette Zgonc
- [The Skills that they Need to Help Them Success \(Kindergarten Version\)](#) by Micheal Heggerty

[Kindergarten Heart Words](#) - to support the reading of sight words

- [Script for teaching Sight Words](#)

Framing Your Thoughts

Unit 1: Barebone Sentence

- [Sentence Frame](#)
- [Subject Word](#)
- [Predicate Word](#)

Start Smart

In school year 2025-2026, we will be using all 3 weeks of the Start Smart Curriculum.

Objectives and Standards

In this unit students will:

- Demonstrate book handling skills by identifying the front/ back cover of a book, author and illustrator of a book, and recognize words are separated by spaces **RF.K.1, RL.K.6,**
- Demonstrate understanding of spoken words by counting words in sentences, recognizing rhyme, and recognize syllables **RF.K.2a, RF.K.2b**
- Students will be able to read and write the words : I, can **RF.K.c**
- With prompting and support, students will be able to answer questions about key details in the text **RL.K.1**
- With prompting and support, students will be able to retell familiar stories, including key details **RL.K.2**
- With prompting and support, describe the relationship between the text and the illustrations in the story in which they appear **RL.K.6,**
- Using a combination of drawing and dictation, students will write informational texts on what makes them special and who is in their family. **W.K.2.**
-

Routines to be Introduced

Week 1	Week 2	Week 3
Social Emotional Learning: Identity and Belonging (S8-S9) Routines- Collaborative Conversations Taking Turns while Talking --S13 Listen Carefully -- S17 <i>By the end of the week, students should be able to participate in a conversation about a text.</i> Instructional Routines High Frequency Word Routine --S15 Mini Lesson Routine-- S17 Interactive Read Aloud Routine --S19 Shared Writing Routine --S23 Retelling Routine-- S25 Pre-decodable Reader Routine-- S35	Social Emotional Learning: Behavioral and Self Regulation (S40-S41) Routines- Collaborative Conversations Adding New Ideas -- S43 Ask and Answer Questions -- S47 Habits of Learning: I think critically about what I am reading. I make predictions. I am part of a community of learners.	Social Emotional Learning: Focus Attention (S70-S71) Routines- Collaborative Conversations Be Open -- S72 Provide Details -- S77 Habits of Learning: We respect and value each other's experiences. I write to communicate effectively. We learn through modeling and practice. I believe I can succeed. I think critically about what I am reading.

Foundational Reading Skills

Week 1	Week 2	Week 3
Foundational Skills: Phonemic Awareness: - Sentence Segmentation (S14, S20, S26)	Foundational Skills: Phonemic Awareness: - Sentence Segmentation (S44, S50,	Foundational Skills: Phonemic Awareness: - Recognizing Syllables (S74, S80, S86, S96)

- Rhyme Recognition (S32, S36) Phonics: - Recognize and name the letters a-h - a (S14), b (S20), c (S26), d (S26), e (S32), f (S32), g (S36), h (S36), HFW: - Read and spell: I Optional Quick Check for Foundational Skills: Start Smart Week 1	- Rhyme Recognition (S56, S62, S66) Phonics: - Recognize and name the letters a-r - i (S44), j (S44), k (S55), l (S55) m (S56), n (S56), o (S62), p (S62), q (S66), r (S66), HFW: - Read and spell: can (S45)	- Blend Syllables (S92) Phonics: - Recognize and name the letters a-z - s (S74), t (S74), u (S80), v (S80), w (S86), x (S86), y (92), z(S92) HFW: - Read and spell: I, can Optional Letter sound inventory: Untimed Lowercase Letter Inventory Aligned to Wonders K Scope and Sequence
Knowledge and Language Development		
Week 1	Week 2	Week 3
EQ: How is everyone special? Students will develop knowledge of: - Being a reader and a writer - The meaning of the word special - Identify one way they are special (how we look S24, what we like S28, what we can do S38,) - Learn names are special and start with a capital letter While reading, students will understand <u>print concepts</u> such as: - The front and back cover of a book - That words are separated by spaces - Directionality of print - Pictures and words in a story work together to give the reader information Language Development: Academic Vocabulary: - readers, writers, concept, alphabet, uppercase, lowercase, capital letter, genre, word, letter, rhyme, sentence, front cover, illustrations, reread, label, photographs, poem	EQ: Who is in your family? Students will develop knowledge of: - All families are different which is what makes them special - Names of people who may make up a family - Things families might do together (S54) - Places families can go together (S58) While reading, students will understand <u>print concepts</u> such as: - The front and back cover of a book - That words are separated by spaces - Directionality of print - Pictures and words in a story work together to give the reader information Language Development: Academic Vocabulary: - word, letter, alphabet, numbers, fable, lowercase, uppercase, illustrations, retell, rhyme, title, Oral Language: - family, activities, place	EQ: What can you do? Students will develop knowledge of: - Things kindergarteners can do - Things you can do at school - Ways you can help in your classroom While reading, students will understand <u>print concepts</u> such as: - The front and back cover of a book - That words are separated by spaces - Directionality of print - Pictures and words in a story work together to give the reader information Language Development: Academic Vocabulary: - text, concept, word, sentence, alphabet, syllable, clues, retell, comprehension, photograph, Oral Language: - Helpful, children Listening Comprehension: - Students will use illustrations or

Oral Language: - special Listening Comprehension: - Students will use illustrations to answer questions about the text - Students will retell familiar stories Shared Writing: - Track written print left to right - Count the words in a sentence - Use illustrations to finish a sentence (s15, S23, S27, S35, S37) Independent Writing: - Draw a picture on a topic (S10, S11, S12, S31) - Say what they drew - Write their name (S31)	Listening Comprehension: - Students will use illustrations to answer questions about the text - Students will retell familiar stories Shared Writing: - Track written print left to right - Count the words in a sentence - Use illustrations to finish a sentence (S45, S53, S57, S65, S67) Independent Writing: - Draw a picture on a topic (S46, S48, S61) - Say what they drew - Write what they need (S48)	photographs to answer questions about the text - Students will retell familiar stories Shared Writing: - Track written print left to right - Count the words in a sentence - Use illustrations to finish a sentence (S75, S83,S87, S95) Independent Writing: - Draw a picture on a topic (S76, S78, S91) - Say what they drew
--	--	--

Text Set for the Week

Week 1	Week 2	Week 3
Read Alouds: Big Book Animals in the Park: An ABC Book. <i>Students see many animals in a park and things they can do. (S13)</i> Interactive Read Aloud (fairy tale): <i>One duckling is unlike his brother and sisters. Soon the duckling learns what makes him different makes him special. (S18-S19)</i> - Vocabulary: special Interactive Read Aloud (folktale): Three Sisters <i>Three sisters each have a special and unique gift which makes them equally special to their father (S30).</i> Shared Reading “I Am Special” (realistic fiction) <i>This story is found in the Reading Writing Companion p. 14-19 to reinforce book handling skills. There are only</i>	Read Alouds: Big Book) Animals in the Park: An ABC Book. <i>Students see many animals in a park and things they can do. (S43)</i> Interactive Read Aloud (fable) Mama Mouse and El Gato <i>The mice learn why Mamo Mouse told them to stay home away from el gato. (S48, S55)</i> Interactive Read Aloud (fiction) Teddy’s Week <i>Teddy helps many members of his family during the week. (S60)</i> Shared Reading: “Family Fun ” <i>This text is in the RWC p. 32- 37 to support book handling skill development. It is a pre decodable book with only illustrations. (S52-S53)</i> “Fun Together” <i>This rebus text is in the RWC p.</i>	Read Alouds: Big Book) Animals in the Park: An ABC Book. <i>Students see many animals in a park and things they can do. (S73)</i> Interactive Read Aloud (informational text) “Kindergarteners Can” <i>It is an informational text about what kindergartners can do. (S78, S79, S85)</i> Interactive Read Aloud (fiction) “We Can Help” <i>Students help each other in the classroom. (S90)</i> Shared Reading: “At School ” <i>This text is in the RWC p. 50- 55 to support book handling skill development. (S82-S83) It is a pre decodable book with only illustrations.</i> “What Can I Do?” <i>This rebus text is in the RWC p. 58-63. In this story, children do different activities</i>

illustrations in this selection as students look at pictures of a class in a talent show. Each student has a special talent to share. (S22- S23) “Look At Me!” This story is in the RWC p. 22-27. This is a rebus where the author introduces students to track text with the word I and an action. Each child can do something special (S34-S35). - Pre-decodable Reader Routine p. S35	40-45. This text supports students in tracking print and book handling skills. In the story, the family works together to bake cupcakes. (S64-S65) - Pre-decodable Reader Routine p. S35	in a park and a library. - Pre-decodable Reader Routine p. S35
Additional Resources to Support Teaching in Start Smart		
Phonemic Awareness, Phonics, HFW	Comprehension	Writing
Phonemic Awareness: Additional Phonemic Awareness Activities are in the Appendix. Phonics: Additional Resources for Phonics - FRPS Letter Learning Academy	Additional Comprehension Lessons - Trade book library: City Colors - CRT lesson: SS Week 1 The Colors of Us -	

Appendix: Additional Activities to Support Phonological and Phonemic Awareness						
Phonological Awareness						
Word Awareness Start Start Unit 1 & 4	Syllable Counting Start Smart Unit 2, 3, 5, 9, 10	Syllable Blending Start Smart Unit 5, 9,	Alliteration all units	Recognizing Rhyme Start Smart Unit 1 - Unit 9	Producing Rhyme Unit 8	
Phonological Awareness by Yvetter Zgonc p. 50-55 The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty example sentences in Week 1- Week 8	Phonological Awareness by Yvetter Zgonc p. 80-85 The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 5-10	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 5-8		Phonological Awareness by Yvetter Zgonc p. 56-61 The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty example sentences in Week 1- Week 3	Words in a series: The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 5-12 Self- Production The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 13-17; 19-22	

Phonemic Awareness						
Onset-Rime Blending Unit 1, 2, 3, 5, 7	Onset- Rime Segmenting Unit 4, 6, 7	Blending Phonemes Units 1-10	Isolating Initial Phonemes all units	Isolating Medial Phonemes Units 1-10	Isolating Final Phonemes Units 2-10	Segmentation Unit 2-10
Instructional Routine Handbook Onset Rime Blending Routine p. 36 Phonological Awareness Assessment Tools and Strategies by Yvette Zgonc p. 104-109 The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 9-12	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 9-12	Instructional Routine Handbook Phoneme Blending Routine p. 39 Phonological Awareness Assessment Tools and Strategies by Yvette Zgonc p. 110-115	Phonological Awareness Assessment Tools and Strategies by Yvette Zgonc p. 92-97 The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 1-12	Orton Gillingham Vowel Tent Routine (part of the 3 part drill) The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 13-22	Phonological Awareness Assessment Tools and Strategies by Yvette Zgonc p.98-103 The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 1-12	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 13-22
Advanced Phonemic Awareness						
Syllable Addition Unit 8	Syllable Deletion Unit 8	Syllable Substitution Unit 10	Phoneme Addition Units 5 & 6	Phoneme Deletion Unit 7 & 9	Phoneme Substitution Unit 7, 8, 9, 10	
The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 1-8	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 1-8	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 1-8	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 9-22	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 9-22	The Skills that they Need to Help Them Success (Kindergarten Version) by Micheal Heggerty Week 9-22	