Kindergarten ELA Curriculum Map

Domain: Phonics and Word Recognition (Reading Foundational)	Term 1	Term 2	Term 3	Term 4
ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print.				
a. Follow words from left to right, top to bottom, and page-by-page.	x	o	o	o
b. Recognize that spoken words are represented in written language by specific sequences of letters.	x	o	o	o
c. Understand that words are separated by spaces in print.	x	o	o	o
d. Recognize and name all upper- and lowercase letters of the alphabet.	x	o	o	o
ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
a. Recognize and produce rhyming words.	x	o	o	o
b. Count, pronounce, blend, and segment syllables in spoken words.		x	o	o
c. Blend and segment onsets and rimes of single-syllable spoken words.		x	o	o
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)		x	o	o
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				x
ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.				
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.	x	o	o	o
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.			x	o
c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	x	o	o	o
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		x	o	o
ELAGSE1RF4: Read emergent-reader texts with purpose and understanding.				
Domain: Reading Literary	**Term 1**	**Term 2**	**Term 3**	**Term 4**
ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.	x	o	o	o
ELAGSEKRL2: With prompting and support, retell familiar stories, including key details	x	o	o	o
ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.		x	o	o
ELAGSEKRL4: Ask and answer questions about unknown words in a text.			x	o
ELAGSEKRL5: Recognize common types of texts (e.g., storybooks, poems).		x	o	o
ELAGSEKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	x	o	o	o
ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		x	o	o
ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			x	o
ELAGSEKRL10: Actively engage in group reading activities with purpose and understanding.	x	o	o	o
Domain: Informational	**Term 1**	**Term 2**	**Term 3**	**Term 4**
ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.	x	o	o	o

X = standard introduced
o = ongoing instruction

	Term 1	Term 2	Term 3	Term 4
ELAGSEKRI2: With prompting and support, identify the main topic and retell key details of a text.	X	o	o	o
ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		X	o	o
ELAGSEKRI4: With prompting and support, ask and answer questions about unknown words in a text.			X	o
ELAGSEKRI5: Identify the front cover, back cover, and title page of a book.	X	o	o	o
ELAGSEKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X	o	o	o
ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		X	o	o
ELAGSEKRI8: With prompting and support, identify the reasons an author gives to support points in a text.			X	o
ELAGSEKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			X	o
ELAGSEKRI10: Actively engage in group reading activities with purpose and understanding.	X	o	o	o
Domain: Language	**Term 1**	**Term 2**	**Term 3**	**Term 4**
ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
a. Print many upper- and lowercase letters.	X	o	o	o
b. Use frequently occurring nouns and verbs.		X	o	o
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.		X	o	o
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	X	o	o	o
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		X	o	o
f. Produce and expand complete sentences in shared language activities.	X	o	o	o
ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. Capitalize the first word in a sentence and the pronoun I.	X	o	o	o
b. Recognize and name end punctuation.		X	o	o
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).			X	o
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		X	o	o
ELAGSE1L3: *BEGINS IN GRADE 2*				
ELAGSE1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.				
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).		X	o	o
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		X	o	o
ELAGSE1L5: With guidance and support from adults, explore word relationships and nuances in word meanings.				
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	X	o	o	o
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		X	o	o
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X	o	o	o
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			X	o
ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		X	o	o

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Domain: Research / Writing Process	Term 1	Term 2	Term 3	Term 4
ELAGSE1W1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is…).			X	O
ELAGSE1W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	O	O
ELAGSE1W3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	X	O	O	O
ELAGSE1W4: *BEGINS IN GRADE 3*				
ELAGSE1W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	X	O	O	O
ELAGSE1W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	X	O	O	O
ELAGSE1W7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	X	O	O	O
ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	O	O	O
ELAGSE1W9: *BEGINS IN GRADE 4*				
ELAGSE1W10: *BEGINS IN GRADE 3*				
Domain: Comprehension and Collaboration (Speaking & Listening)	Term 1	Term 2	Term 3	Term 4
ELAGSE1SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.				
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	X	O	O	O
b. Continue a conversation through multiple exchanges.	X	O	O	O
ELAGSE1SL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	X	O	O	O
ELAGSE1SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		X	O	O
Presentation of Knowledge and Ideas				
ELAGSE1SL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	O	O	O
ELAGSE1SL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	X	O	O	O
ELAGSE1SL6: Speak audibly and express thoughts, feelings, and ideas clearly.	X	O	O	O

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