



# English Language Arts Curriculum Map: Kindergarten

[Click here to read the preamble to Kindergarten ELA.](#)

Key Areas of Focus for Reading									
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7			
Reading Routines and Habits: Creating a Sense of Reading Identity	Emergent Story Books: Developing Storybook Language, Vocabulary, and Meaning	Strategies to Bring Students Closer to Conventional Reading	Working Through Reading Troubles by Drawing on Known Strategies	Informational Text: Previous and New Strategies to Learn Information	Strategies to Read at Higher Levels: Word Solving, Cross Checking, Self-Correcting, and Meaning Making	Inferring, Activating Prior Knowledge, and Synthesizing Deeper Understandings of Characters			
Pacing of Units: <a href="#">1-Person</a> , <a href="#">2-Person Team</a> , <a href="#">3-Person Team</a>									
RF.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.7	RF.K.4 RL.K.1 RL.K.2 RL.K.3 RL.K.4	RF.K.1 RF.K.2 RF.K.3 RL.K.7	RF.K.1 RF.K.2 RF.K.3 RF.K.4	RL.K.1 RI.K.1 SL.K.1	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5	RI.K.6 RI.K.7 RI.K.8 RI.K.9 SL.K.4	RF.K.2 RF.K.3 RF.K.4 RL.K.1	RL.K.4 RI.K.1 RI.K.4	RL.K.2 RL.K.3 RL.K.9

Key Areas of Focus for Writing			
Unit 1	Unit 2	Unit 3	Unit 4
Launching the Writing Workshop	Writing for Readers	Informative Writing: How-To Books	Persuasive Writing of All Kinds: Using Words to Make a Change
W.K.3 SL.K.1 SL.K.5	W.K.3 W.K.5	L.K.1 L.K.2	W.K.1 W.K.5 L.K.6
Pacing of Units: <a href="#">1-Person</a> , <a href="#">2-Person Team</a> , <a href="#">3-Person Team</a>			
Post Unit 1		Post Unit 3	
Informative Writing: Listing and Labeling <i>Optional unit to scaffold instruction before moving to Unit 2</i>		Informative Writing: Informational Books <i>Optional unit to scaffold instruction before moving to Unit 4</i>	
W.K.2 SL.K.1 SL.K.4	SL.K.5 RF.K.2 RF.K.3	W.K.2 W.K.7	L.K.1 L.K.2



# English Language Arts Curriculum Map: Kindergarten

<b>Additional ELA Standards Embedded During Elementary Instructional Practices</b>	
<p>These units were written to build upon concepts from prior units. Later units contain tasks that depend upon the concepts addressed in earlier units. The standards listed for each unit are the key focus teaching standards. However, within all units many standards will be addressed through the various instructional practices.</p>	
Read Aloud with Accountable Talk	<p>Key Focus Standards of current and previous units;  <b><i>Speaking and Listening Standards; RL.K.6; RL.K.10; RI.K.6; RI.K.10</i></b></p>
Mini-Lesson/Focus Lesson	<p><b><i>Speaking and Listening Standards; RL.K.10; RI.K.10</i></b></p>
Guided Reading	<p>Reading Literature and Informational Text Standards, Reading Foundational Standards;  <b><i>Speaking and Listening Standards; Language Standards; RL.K.6; RL.K.10; RI.K.6; RI.K.10</i></b></p>
Independent Reading	<p>Reading Literature and Informational Text Standards; Reading Foundational Standards;  <b><i>Speaking and Listening Standards; Language Standards; RL.K.10; RI.K.10</i></b></p>
Shared Reading	<p>Reading Literature and Informational Text Standards; Reading Foundational Standards;  <b><i>Speaking and Listening Standards; Language Standards; RL.K.10; RI.K.10</i></b></p>
Word Study	<p><b><i>RF.K.2; Language Standards</i></b></p>
Writing	<p><b><i>Speaking and Listening Standards; Language Standards; W.K.6</i></b></p>

<b>Common Core State Standards for English Language Arts</b>
<p>Reading Standards for Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>• <b><i>RL.K.1.</i></b> With prompting and support, ask and answer questions about key details in a text.</li> <li>• <b><i>RL.K.2.</i></b> With prompting and support, retell familiar stories, including key details.</li> <li>• <b><i>RL.K.3.</i></b> With prompting and support, identify characters, settings, and major events in a story.</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>• <b><i>RL.K.4.</i></b> Ask and answer questions about unknown words in a text.</li> <li>• <b><i>RL.K.5.</i></b> Recognize common types of texts (e.g., storybooks, poems).</li> <li>• <b><i>RL.K.6.</i></b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>



# English Language Arts Curriculum Map: Kindergarten

## Integration of Knowledge and Ideas

- **RL.K.7.** 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).
- **RL.K.8.** (Not applicable to literature)
- **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

## Range of Reading and Level of Text Complexity

- **RL.K.10.** Actively engage in group reading activities with purpose and understanding.

## Reading Standards for Informational Text

### Key Ideas and Details

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

- **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.5.** Identify the front cover, back cover, and title page of a book.
- **RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

## Integration of Knowledge and Ideas

- **RI.K.7.** 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).
- **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range of Reading and Level of Text Complexity

- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.



# English Language Arts Curriculum Map: Kindergarten

## Reading Standards: Foundational Skills

### Print Concepts

- **RF.K.1.** Demonstrate understanding of the organization and basic features of print.  
Follow words from left to right, top to bottom, and page by page.  
Recognize that spoken words are represented in written language by specific sequences of letters.  
Understand that words are separated by spaces in print.  
Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

- **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
Recognize and produce rhyming words.  
Count, pronounce, blend, and segment syllables in spoken words.  
Blend and segment onsets and rimes of single-syllable spoken words.  
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)  
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  
Phonics and Word Recognition
- **RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words.  
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.  
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  
Read common high-frequency words by sight (e.g., **the, of, to, you, she, my, is, are, do, does**).  
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Fluency

- **RF.K.4.** Read emergent-reader texts with purpose and understanding.

## Writing Standards

### Text Types and Purposes

- **W.K.1.** 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...**).
- **W.K.2.** 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.
- **W.K.3.** 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,



## English Language Arts Curriculum Map: Kindergarten

and provide a reaction to what happened.

### Production and Distribution of Writing

- W.K.4. (Begins in grade 3)
- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.K.9. (Begins in grade 4)

### Range of Writing

- W.K.10. (Begins in grade 3)

### Speaking and Listening Standards

#### Comprehension and Collaboration

- SL.K.1. Participate in collaborative conversations with diverse partners about **kindergarten topics and texts** with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### Language Standards

#### Conventions of Standard English

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



## English Language Arts Curriculum Map: Kindergarten

Print many upper- and lowercase letters.  
Use frequently occurring nouns and verbs.  
Form regular plural nouns orally by adding /s/ or /es/ (e.g., **dog, dogs; wish, wishes**).  
Understand and use question words (interrogatives) (e.g., **who, what, where, when, why, how**).  
Use the most frequently occurring prepositions (e.g., **to, from, in, out, on, off, for, of, by, with**).  
Produce and expand complete sentences in shared language activities.

- **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
Capitalize the first word in a sentence and the pronoun I.  
Recognize and name end punctuation.  
Write a letter or letters for most consonant and short-vowel sounds (phonemes).  
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

- **L.K.3.** (Begins in grade 2)

### Vocabulary Acquisition and Use

- **L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  
Identify new meanings for familiar words and apply them accurately (e.g., knowing **duck** is a bird and learning the verb to **duck**).  
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.
- **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.  
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
Identify real-life connections between words and their use (e.g., note places at school that are colorful).  
Distinguish shades of meaning among verbs describing the same general action (e.g., **walk, march, strut, prance**) by acting out the meanings.
- **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.