

## Prairie-Hills Elementary School District 144 Kindergarten ~ ELA Curriculum Map

### Quarter: 1

**Common Core Standards: ELA Standard: Reading;** Students will be able to read (decode and comprehend) text for recreational and academic purposes.

#### Literature Skills

- K.RL.1:** With prompting and support, ask and answer questions about key details in a text. (Introduce & Support)
- K.RL.2:** With prompting and support, retell familiar stories, including key detail. (Introduce & Support)
- K.RL.3:** With prompting and support, identify characters, settings and major events in a story. (Introduce & Support)
- K.RL.4:** Ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RL.5:** Recognize common types of text (e.g., storybooks, poems) (Introduce & Support)
- K.RL.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce & Support)
- K.RL.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). (Introduce & Support)

#### Informational Text

- K.RI.1:** With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support)
- K.RI.2:** With prompting and support, identify the main topic the main topic and retell key details in a text. (Introduce & Support)
- K.RI.3:** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. ( Introduce & Support)
- K.RI.5: Identify the front cover, back cover and title page of a book. \* (Master )**
- K.RI.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Introduce & Reinforce)
- K.RI.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). (Introduce & Reinforce)
- K.RI.10:** Actively engage in-group reading activities with purpose and understanding. (Introduce & Support)

## *Foundational Skills*

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**K.RF.1:** Demonstrate understanding of the organization and basic features of print. (Master)

- a. Follow words from left to right, top to bottom and page-by-page. (Master)
- b. Recognize that spoken words are represented in written language by specific sequences of letters. (Master)
- c. Understand that words are separated by spaces in print. (Mastery)
- d. Recognize and name 50% of all upper and lowercase letters of the alphabet. (Master)

**K.RF.2:** Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Introduce & Support)

- a. Recognize and produce rhyming words CC.K.R.F.2.a (Master)
- b. Count, pronounce, blend and segment syllables in spoken words. (Introduce & Support)
- c. Blend and segment onsets and rimes of single-syllable spoken words. (Introduce & Support)
  - a. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, /x/.)

**K.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. (Introduce & Support)

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (Introduce & Support)
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Support)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Introduce & Support)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Support)

**K.RF.4:** Read emergent-reader texts with purpose and understanding. (Introduce & Support)

~~Standard Argumentative : **Writing**~~ Students will be able to write for personal and academic purposes.

**K.W.1:** Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of 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...) (Master)

**K.W.6:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduce & Support)

### *Speaking and Listening*

**K.SL.1:** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (Introduce & Support)

- a. Follow and agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts. (Introduce & Support)
- b. Continue a conversation through multiple exchanges. (Introduce & Support)

**K.SL.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 of something is not understood. (Introduce & Support)

**K.SL.4:** Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support)

**K.SL.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail. (Introduce & Support)

**K.SL.6:** Speak audibly and express thoughts, feelings, and ideas clearly. \*(Mastery)

### *Language*

**K.L.1:** Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. (Introduce & Support)

- a. Print many upper and lowercase letters. (Introduce & Support)
- b. Use frequently occurring nouns and verbs. (Introduce & Support)
- f. Produce and expand complete sentences in shared language activities (Introduce & Support).

**K.L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Introduce & Support)

- a. Capitalize the first word in a sentence and the pronoun I. (Introduce & Support)
- b. Recognize and name endpunctuation. (Introduce & Support)
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Introduce & Support)
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Support)

**K.L.5:** With guidance and support from adults, explore word relationships and nuances in word meanings. (Introduce & Reinforce)

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (Introduce & Reinforce)
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (Introduce & Reinforce)
- c. Identify real life connections between words and their use (e.g., note places at school that are colorful). (Introduce & Reinforce)

#### Essential Oral Vocabulary:

Demonstrate	features	print	recognize	specific	uppercase	lowercase
Syllables	phonemes	rhyiming	produce	text	identify	title page
high frequency words		author	role	illustrator	participate	conversation
Procedures	discussion	explore	relationships	sort	categories	verbs
Opposites	antonyms	adjectives	connection	real-life	opinion	topic
Dictating	left	right	top	bottom	page	separated
Spaces	print	count	pronounce	blend	segment	make-believe
Onset	rime	initial	medial	final	character	illustrations
Character						

#### Students Will Be Able To:

1. Demonstrate an understanding of the basic features of print.
2. Demonstrate how to hold a book correctly.
3. Distinguish pictures from words by pointing when prompted.
4. Locate on a printed page where to start reading with multiple lines of text.
5. Demonstrate that the left page of a book is read before the right page.
6. Track text with a finger on a printed page.
7. Track text with finger from one line of the printed page to the next line on the same printed page (return sweep).

8. Demonstrate that pages are turned one at a time in a sequence from front to back.
9. Follow words from left to right, top to bottom, and page-by-page.
10. Distinguish letters from numbers on a printed page by pointing.
11. Locate a letter on a printed page within text.
12. Recognize that letters in a specific order make a word.
13. Locate a word on a printed page within text (reads own name).
14. Point to individual words using one-to-one correspondence.
15. Understand that words are separated by spaces in print.
16. Recognize and name at least 50% of upper and lowercase letters in the alphabet.
17. Identify if words rhyme when given a spoken prompt.
18. Recognize and produce rhyming words.
19. Demonstrate an understanding of spoken words.
20. Demonstrate an understanding of syllables.
21. State the initial sounds in three-phoneme words.
22. Read at least 25 high-frequency words by sight.
23. With prompting and support, recognize that words have a meaning.
24. With prompting and support, recognize when a word is not understood in the context of a text.
25. Identify the front, back cover, and title page of a book.
26. Identify the beginning middle and end of a book.
27. Recognize that illustrations (pictures, drawings, charts, captions) depict a person, place, thing, or idea that is in the text.
28. Actively engage in-group reading activities with purpose and understanding.
29. With prompting and support, define the term characters.
30. With prompting and support, identify characters and setting in a story.
31. Identify that illustrations tell a story or help tell a story.

32. Participate in conversation with peers and adults.
33. Follow procedures for discussions.
34. Understand the terms conversation and topics.
35. Participate in a conversation about a book or text and other kindergarten topics.
36. Speak and respond to an adult or peer using complete sentences.
37. Identify key details from oral communications.
38. Answer who, what, when, questions.
39. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
40. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
41. Print at least 50% of uppercase and lowercase letters.
42. Produce complete sentences in shared language activities.
43. Understand and use question words (interrogatives) (e.g., who, what, where, when,).

Key: **Master**; **Introduce & Reinforce** ; **Additional standard**

## Prairie-Hills Elementary School District 144 Kindergarten ~ ELA Curriculum Map

### Quarter: 2

#### Common Core Standards:

##### Literature Skills

**K.RL.1:** With prompting and support, ask and answer questions about key details in a text. (Introduce & Support)

**K.RL.2:** With prompting and support, retell familiar stories, including key details. (Introduce & Support)

**K.RL.3: With prompting and support, identify characters, settings and major events in a story. (Master)**

**K.RL.4:** Ask and answer questions about unknown words in a text. (Introduce & Support)

**K.RL.5:** Recognize common types of text (e.g., storybooks, poems). (Introduce & Support)

**K.RL.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce & Support)

**K.RL.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). (Master)**

**K.RL.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Introduce & Reinforce)

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

##### Informational Text

**K.RI.1:** With prompting and support, ask and answer questions about unknown words in a text. ( Reinforce)

**K.RI.2:** With prompting and support, identify the main topic the main topic and retell key details in a text. ( Reinforce)

**K.RI.3:** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. (Reinforce)

**K.RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Mastery)**

**K.RI.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). (Master)**

**K.RI.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). ( Reinforce)

**Foundational Skills**

**K.RF.1:** Demonstrate understanding of the organization and basic features of print.

- a. **Recognize and name all upper and lowercase letters of the alphabet. (Master)**

**K.RF.2:** Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)

- a. Recognize and produce rhyming words. (Master)  
b. Count, pronounce, blend and segment syllables in spoken words. (Reinforce)  
c. Blend and segment onsets and rimes of single-syllable spoken words. (Reinforce)  
d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.  
(This does not include CVC's ending with /l/, /r/, /x/.) (Master)  
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (

**K.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. (Reinforce)

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (Master)  
b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce)  
c. Read 50 common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Master)  
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Reinforce)

**K.RF.4:** Read emergent-reader texts with purpose and understanding. (Introduce & Reinforce)

**Writing**(Explanatory)

**K.W.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. (Master)

**K.W.6:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduce & Reinforce)\*

**K.W.7:** Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). (Introduce & Reinforce)\*

**K.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Reinforce)

### Speaking and Listening

**K.SL.1:** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (Introduce & Reinforce)

- a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (Master)
- b. Continue a conversation through multiple exchanges. (Introduce & Reinforce)

**K.SL.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 of something is not understood. (Introduce & Reinforce)

**K.SL.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Master)

**K.SL.4:** Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support)

**K.SL.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail. (Master)

**K.SL.6:** Speak audibly and express thoughts, feelings, and ideas clearly. (Introduce & Reinforce)

### Language

**K.L.1:** Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. (Introduce & Reinforce)

- a. Print 50% upper and lowercase letters. (Master)
- b. Use frequently occurring nouns and verbs. (Introduce & Support)
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with). (Introduce & Support)
- f. Produce and expand complete sentences in shared language activities. (Master)

**K.L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Introduce & Reinforce)

- a. Capitalize the first word in a sentence and the pronoun I. (Master)
- b. Recognize and name end punctuation. (Master)
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Master)
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Support)

**K.L.5:** With guidance and support from adults, explore word relationships and nuances in word meanings. (Reinforce)

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (Master)
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (Introduce & Support)
- c. Identify real life connections between words and their use (e.g., note places at school that are colorful). (Introduce & Reinforce)

**Essential Vocabulary:**

demonstrate	features	print	recognize	specific	uppercase	lowercase
Syllables	phonemes	rhyiming	produce	text	identify	title page
high frequency words		author	role	illustrator	participate	conversation
procedures	discussion	explore	relationships	sort	categories	verbs
opposites	antonyms	adjectives	connection	real-life	opinion	topic
Dictating	left	right	top	bottom	page	separated
Spaces	print	count	pronounce	blend	segment	make-believe
Onset	rime	initial	medial			illustrations
Character	<u>*patterns</u>	<u>*conclusions</u>	<u>*predictions</u>	<u>*problems</u>	<u>*solution</u>	<u>*traits</u>
Feelings	<u>*visualize</u>	<u>*act-out</u>	<u>*activate</u>	<u>*inference</u>	<u>*brainstorm</u>	<u>*prior-knowledge</u>
Initial	medial	final				

**\*additional words for this quarter**

Key: \* Master (Introduce & Reinforce) Additional Standard;

**Students Will Be Able To:**

1. Track text with finger from one line to the next line (return sweep).
2. Demonstrate that pages are turned one at a time in a sequence from front to back.
3. Listen to a sentence and repeat the sentence back.
4. Point to words using one to one correspondence.
5. Identify verbally all uppercase and lowercase letters in random order.
6. Listen to a pair of words and tell if they rhyme.
7. When given a prompt, can give another rhyming word.
8. Recognize syllables (e.g. parts/chunks of a word)/
9. Count and state the number of syllables in words.
10. Blend syllables together to form a word when given an oral prompt (e.g., po-ta-to= potato)
11. When given a word, can segment the word into syllables.
12. Segment onsets and rimes of single-syllable words when given by a teacher.
13. State the initial sounds in three-phoneme words.
14. State the final sounds in three-phoneme words.
15. Blend one-syllable (3 phonemes) words into phonemes.

16. Produce 50% of the consonant sounds orally and in written form.
17. Read at least 50 high-frequency words.
18. When asked and prompted, answer simple questions about key details (individuals, events, ideas or pieces of information) in a text. When asked, identify the main topic in a text.
19. When asked, answer questions about unknown words in a text.
20. Identify the front cover, back cover, and title page of a book.
21. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
22. When asked, locate, the name of the author.
23. When asked, locate and the name of the illustrator.
24. When asked, define the role of the author.
25. When asked, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.
26. When asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.
27. When asked, sequence identified key details (setting, and major event) of familiar stories.
28. When asked, recognize the beginning, middle and end of familiar stories, with prompting and support.
29. When asked, identify major events in a story, with prompting and support.
30. When asked, answer questions about new vocabulary in a story, with prompting and support.
31. When asked, describe the meaning of contrast.
32. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
33. Actively engage in-group reading activities with purpose and understanding.
34. State the title of a book.
35. State the main idea of a fiction book.
36. Identify and define opinion and recognize what an opinion is.
37. Share opinions/preferences orally about a topic or book.
38. With help and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
39. With help and support from adults, recall information from experiences or gather information from provided sources to answer a question.

40. Write by moving left to right and from top to bottom.
41. Produce a complete simple sentence in writing.
42. Capitalize the pronoun I in writing.
43. Recognize and name end punctuation.
44. Write a letter or letters for consonant sounds.
45. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
46. Sort common objects into categories to gain a sense of the concepts the categories represent (e.g., shapes, food).
47. Describe the attributes used to sort objects into categories.
48. Identify real-life connections between words and their use.
49. Listen to and follow directions.
50. Participate in conversations about a book or text and other kindergarten topics.
51. Continue a conversation through multiple exchanges.
52. Answer questions related to key details in oral presentations.
53. Answer who, what when, and where questions.
54. Ask questions using proper question words and phrases (e.g., who, what, when, where).
55. Speak audibly and express thoughts, feelings and ideas clearly.
56. Express ideas in complete sentences so that everyone can understand.

## Prairie-Hills Elementary School District 144 Kindergarten ~ ELA Curriculum Map

### Quarter: 3

#### Common Core State Standards:

##### Literature Skills

**K.RL.1:** With prompting and support, ask and answer questions about key details in a text. (Support)

**K.RL.2:** With prompting and support, retell familiar stories, including key details. ( Support)

**K.RL.4:** Ask and answer questions about unknown words in a text. ( Support)

**K.RL.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. ( Master)

##### Informational Text

**K.RI.1:** With prompting and support, ask and answer questions about unknown words in a text. (Support)

**K.RI.2:** With prompting and support, identify the main topic the main topic and retell key details in a text. (Support)

**K.RI.4:** With prompting and support ask and answer questions about unknown words in a text. (Support)

**K.RI.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). (Master)

**K.RI.8:** With prompting and support, identify the reasons on author gives to support points in a text. (Support)

Foundational Skills

**K.R.F.1:** Demonstrate understanding of the organization and basic features of print. \* (Master)

- a. Follow words from left to right, top to bottom and page-by-page. \* (Master)
- b. Recognize that spoken words are represented in written language by specific sequences of letters. \* (Master)
- c. Understand that words are separated by spaces in print. \* (Master)
- d. Recognize and name all upper and lowercase letters of the alphabet. \* (Master)

**K.R.F.2:** Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)

- a. Recognize and produce rhyming words. (Master)
- b. Count, produce, blend and segment syllables in spoken words. (Master)
- c. Blend and segment onsets and rimes of single-syllable spoken words. \* (Master)
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, /x/.) \* (Master)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 8 (Mastery)

**K.R.F.3:** Know and apply grade level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. \* (Mastery)
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Master)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Reinforce)

**K.R.F.4:** Read emergent-reader texts with purpose and understanding. (Introduce & Reinforce)

Writing (Narrative)

**K.W.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, and provide a reaction to what happened. (Master)

**K.W.6:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduce & Reinforce)\*

**K.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Master)

**Speaking and Listening**

**K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. \* (Master)**

- a. **Follow and agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). \* (Mastery)**
- b. **Continue a conversation through multiple exchanges. \* (Master)**

**K.SL.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. (Introduce & Reinforce)

**K.SL.4:** Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Reinforce)

**K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. \* (Mastery)**

**Language**

**K.L. 1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. (Introduce & Reinforce)**

- a. **Print many upper and lowercase letters. (Master)**
- b. **Use frequently occurring nouns and verbs.**
- c. **Understand and use question words (interrogatives) (e.g., who, what, where when, why, how). (Master)**
- d. **Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with). (Master)**
- e. **Produce and expand complete sentences in shared language activities. (Master)**

**K.L. 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Introduce & Reinforce)**

- a. **Capitalize the first word in a sentence and the pronoun I. (Master)**
- b. **Recognize and name endpunctuation. (Master)**
- c. **Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Master)**
- d. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Reinforce)**

**K.L. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (Introduce & Reinforce)\***

- K.L. 5:** With guidance and support from adults, explore word relationships and nuances in word meanings. **(Introduce & Reinforce)**
- c. Identify real life connections between words and their use (e.g., note places at school that are colorful). **(Introduce & Reinforce)**
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **(Master)**

**K.L.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **(Introduce & Reinforce)\***

**Essential Vocabulary:**

demonstrate	features	segment	recognize	Specific	uppercase	lowercase
Syllables	phonemes	rhyiming	produce	Text	identify	title page
high frequency words		author	role	Illustrator	participate	conversation
Procedures	discussion	explore	relationships	Sort	categories	verbs
Opposites	antonyms	adjectives	connection	real-life	opinion	topic
Dictating	left	right	top	Bottom	page	separated
Spaces	print	count	pronounce	Blend	onset	rime
<b>*Compare</b>	<b>*contrast</b>	<b>*similar</b>	<b>*different</b>	<b>*repeated</b>	patterns	conclusions
make-believe	<b>*conclusion</b>	predictions	problems	Solution	traits	feelings
Visualize	act-out	activate	inference	Brainstorm	<b>*setting</b>	<b>*chart</b>
prior-knowledge	<b>*story-map</b>	<b>*summarize</b>	<b>*anticipate</b>	<b>*word-map</b>	<b>*invitation</b>	<b>*isolate</b>
Initial	medial	final	<b>*fact</b>	<b>*fantasy</b>	<b>*phonogram</b>	<b>*dialogue</b>
<b>*descriptions</b>	<b>*cause</b>	<b>*effect</b>	<b>*judgments</b>	Illustrations	character	

**\*additional words for this quarter**

Key: \* Master,

**Introduce & Support;**

**Additional Standards**

**Students Will Be Able To:**

- 1. Follow words from left to right, top to bottom and page by page.**
- 2. Understand that words are separated by spaces.**
- 3. Spell simple words phonetically.**
- 4. Read and write words with words with the same phonogram and common spelling patterns.**
- 5. Recognize and name all upper- and lowercase letters of the alphabet.**
- 6. Write a simple sentence with capitalization and punctuation.**
- 7. Count and state the number of syllables in words.**
- 8. Blend syllables together to form a word when given an oral prompt.**
- 9. Segment words into syllables orally when given a spoken prompt.**
- 10. Count, pronounce, blend, and segment syllables in spoken words.**
- 11. Blend onsets and rimes of single-syllable words.**
- 12. Segment onsets and rimes of single-syllable words.**
- 13. State the final and medial sounds in three-phoneme words.**
- 14. Blend at least three phonemes together to state one-syllable words.**
- 15. Segment one-syllable (3 phonemes) words into phonemes.**
- 16. Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds (e.g. cat becomes hat)**
- 17. Add individual sounds to simple one-syllable words to make new words.**
- 18. Start with beginning sounds (e.g. art becomes part; car becomes cart).**
- 19. Produce all of the primary or most frequent sounds for each consonant.**
- 20. Recognize short and long vowel sounds.**
- 21. Read at least 75 high-frequency words by sight.**
- 22. Read emergent-reader texts with purpose and understanding.**
- 23. With prompting and support, ask simple questions about key details (individuals, events, ideas, or pieces of information) in a text.**
- 24. With prompting and support, retell orally two or more key details (individuals, events, ideas, pieces of information) in a text.**
- 25. With prompting and support, recognize when a word is not understood in the context of a text.**
- 26. With prompting and support, ask about unknown words in a text.**
- 27. With prompting and support, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.**
- 28. With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in informational text.**

29. Actively engage in group reading activities with purpose and understanding.
30. With prompting and support, retell orally the beginning, middle, and end of familiar stories.
31. With prompting and support, identify major events in a story.
32. With prompting and support, recognize that words have a meaning.
33. With prompting and support, recognize when a word is not understood in the context of a story.
34. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.
35. Use pictures to figure out unknown words.
36. Break words into sounds to read unknown words.
37. Chunk unknown words into parts to read unknown words.
38. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
39. Actively engage in group reading activities with purpose and understanding.
40. Use a combination of drawing and writing to independently compose an opinion/preference piece about fictional and non-fictional topic/book.
41. Use a combination of drawing and writing to independently compose an opinion/preference piece about topic/book.
42. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
43. Print all uppercase and lowercase letters.
44. Expand complete sentences in shared language activities and independent writing.
45. Capitalize the first word in a sentence.
46. Write a letter or letters for short and long vowel sounds (phonemes).
47. State the meanings of commonly used inflectional suffixes (e.g. -ed, -s, -ing)
48. Sort common objects into categories to gain a sense of the concepts the categories represent (e.g., shapes, food).
49. Describe the attributes used to sort objects into categories.
50. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  51. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance, talk, shout, ask, demand) by acting out the meanings.
52. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Examples: pair and share, confer with teacher, reader's chair/author's chair with interaction that involves conversation, interactive read aloud.
53. Listen to and follow directions.
54. Define the term conversation.
55. Define the term topic.

- 56. State and follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts Under discussion, looking at the speaker, using volume and tone appropriate for the setting, thinking about what the speaker is saying).**
- 57. Participate in a conversation about a book or text and other kindergarten topics.**
- 58. Speak to and respond to an adult, peer or group in complete sentences.**
- 59. Express a relevant response (on topic) by listening to the conversation.**
- 60. Continue a conversation through multiple exchanges.**
- 61. Identify key details (important information) from oral communications.**
- 62. Answer questions related to key details in oral presentations (e.g., guest speaker, video, audio recording).**
- 63. Ask questions for clarification about key details from a text read aloud or information presented orally or through other media.**
- 64. Answer who, what, when, where, and how questions.**
- 65. Ask questions using proper question words and phrases (e.g., who, what, when, where, and how).**
- 66. Name one or more attributes of familiar people, places, things, or events.**
- 67. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**
- 68. Add drawings or other visual displays to descriptions as desired to provide additional detail.**
- 69. Express ideas in complete sentences so that everyone can understand.**
- 70. Speak audibly and express thoughts, feelings, and ideas clearly.**

## Prairie-Hills Elementary School District 144 Kindergarten ~ ELA Curriculum Map

**Quarter: 4**

### Common Core Standards:

**K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)**

- a. Recognize and produce rhyming words (Master)
- b. Count, pronounce, blend and segment syllables in spoken words. (Master)
- c.

**K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (Master)**

- a. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Master)
- b. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Introduce & Reinforce)(Introduce & Reinforce) (Master)
- c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(Master)

**K.RF.4: Read emergent-reader texts with purpose and understanding. \*(Master)**

**Informational Text****K.RI.1: With prompting and support, ask and answer questions about key details in a text. (Mastered at Grade Level)****K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Mastered at Grade Level)****K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text. (Mastered at Grade Level)****Literature Skills****K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Mastered at Grade Level)****K.RL.4: Ask and answer questions about unknown words in a text. (****K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Mastered at Grade Level)**

**Speaking and Listening: ELA Standard: Speaking** Students will be able to speak English in both a social and school setting.  
**ELA Standard: Listening** Students will be able to orally comprehend spoken English in both a social and school setting.

**K.SL.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. ( Mastered at Grade Level)****K.SL.4: Describe familiar people, places, things, events, and, with prompting and support, provide additional detail. (Mastered at Grade Level)****Language****K.L.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.****a. Print many upper- and lowercase letters. (Mastered at Grade Level)****b. Use frequently occurring nouns and verbs. (Introduce & Reinforce)(Introduce & Reinforce) (Mastered at Grade Level)****c. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with). ( Mastered at Grade Level)****d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). ( Mastered at Grade Level)****e. Produce and expand complete sentences in shared language activities. ( Mastered at Grade Level)**

K.L.

**2: 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 (Mastered at Grade Level)**
- b. **Recognize and name end punctuation. (Mastered at Grade Level)**
- c. **Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Mastered at Grade Level)**
- d. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.) (Mastered at Grade Level)**

**K.L.4: 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 is a bird and learning the verb to duck). (Introduce & Reinforce)**

**K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.**

- a. **Identify real life connections between words and their use (e.g., note places at school that are colorful)**
- b. **(Mastered at Grade Level)**

**K.L. 6: Use words and phrases acquired through conversations, reading, and being read to, and respond to texts. (Mastered at Grade Level)**

Key: \* Master ;

(Introduce & Support;

Additional Standard

**Writing** (Argumentative, Explanatory, Narrative) (Introduce & Support) ( **Mastered at Grade Level**)

**K.W.1:** Use a combination of drawing, dictating, and writing to compose opinions 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 of book (e.g., My favorite book is...).

**K.W.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.

**K.W.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, and provide a reaction to what happened.

**K.W.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**K.W.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**K.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Essential Vocabulary:**

demonstrate	features	<b>*print</b>	recognize	specific	uppercase	lowercase	research
Syllables	phonemes	rhyming	produce	text	identify	title page	statements
high frequency words	antonyms	author	role	illustrator	participate	conversation	
procedures	discussion	explore	relationships	sort	categories	verbs	
opposites	<b>*pronounce</b>	adjectives	connection	real-life	opinion	topic	
dictating	left	right	top	bottom	page	separated	
Spaces	print	count	<b>*blend</b>	segment	onset	rime	
compare	contrast	similar	different	repeated	patterns	conclusions	
make-believe	conclusions	predictions	problem	solution	traits	feelings	
visualize	act-out	activate	inference	brainstorm	setting	chart	
prior-knowledge	story-map	summarize	anticipate	word-map	invitation	isolate	
Initial	medical	final	fact	fantasy	phonogram	dialogue	
descriptions	cause	effect	judgments	illustrations	character	genre	

**\*additional words for this quarter**

**Students Will Be Able To:**

1. Follow words from left to right, top to bottom and page by page.
2. Understand that words are separated by spaces.
3. Spell simple words phonetically.
4. Read and write words with common spelling patterns.
5. Read and write words with the same phonogram.
6. Recognize and name all upper- and lowercase letters of the alphabet.
7. Write a simple sentence with capitalization and punctuation.
8. Count and state the number of syllables in words.
9. Blend syllables together to form a word when given an oral prompt.
10. Segment words into syllables orally when given a spoken prompt.
11. Count, pronounce, blend, and segment syllables in spoken words.
12. Blend onsets and rimes of single-syllable words.
13. Segment onsets and rimes of single-syllable words.
14. State the final sounds in three-phoneme words.
15. State the medial sounds in 3 phoneme words.
16. Blend at least three phonemes together to state one-syllable words.
17. Segment one-syllable (3 phonemes)
18. Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds (e.g. cat becomes hat)
19. Add individual sounds to simple one-syllable words to make new words.
20. Start with beginning sounds (e.g. art becomes part; car becomes cart).
21. Produce all of the primary or most frequent sounds for each consonant.
22. Recognize short vowel sounds.
23. Read at least 100 high-frequency words by sight.
24. Read emergent-reader texts with purpose and understanding.
25. With prompting and support, ask simple questions about key details (individuals, events, ideas, or pieces of information) in a text.
26. With prompting and support, retell orally two or more key details (individuals, events, ideas, pieces of information) in a text.
27. With prompting and support, describe differences between two individuals, events, ideas, or pieces of information in a text.
28. With prompting and support, describe similarities between two individuals, events, ideas, or pieces of information in a text.

29. With prompting and support, recognize when a word is not understood in the context of a text.
30. With prompting and support, ask about unknown words in a text.
31. With prompting and support, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.
32. With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in informational text.
33. Actively engage in group reading activities with purpose and understanding.
34. With prompting and support, retell orally the beginning, middle, and end of familiar stories.
35. With prompting and support, identify major events in a story.
36. With prompting and support, recognize that words have a meaning.
37. With prompting and support, recognize when a word is not understood in the context of a story.
38. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.
39. Use pictures to figure out unknown words.
40. Break words into sounds to read unknown words.
41. Chunk unknown words into parts to read unknown words.
42. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
43. Actively engage in group reading activities with purpose and understanding.
44. Use a combination of drawing and writing to independently compose an opinion/preference piece about a fictional topic/book.



## CAN DO Descriptors

Grade Level Cluster PreK-K  
Reading

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Reading	<ul style="list-style-type: none"> <li>Match icons and symbols to corresponding pictures</li> <li>Identify name in print</li> <li>Find matching words or pictures</li> <li>Find labeled real-life classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Match examples of the same form of print</li> <li>Distinguish between same and different forms of print (e.g., single letters and symbols)</li> <li>Demonstrate concepts of print (e.g., left to right movement, beginning/end or top/bottom of page)</li> <li>Match labeled pictures to those in illustrated scenes</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to identify words</li> <li>Classify visuals according to labels or icons (e.g., animals v. plants)</li> <li>Demonstrate concepts of print (e.g., title, author, illustrator)</li> <li>Sort labeled pictures by attribute (e.g., number, initial sound)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some high-frequency words in context</li> <li>Order a series of labeled pictures described orally to tell stories</li> <li>Match pictures to phrases/short sentences</li> <li>Classify labeled pictures by two attributes (e.g., size and color)</li> </ul>	<ul style="list-style-type: none"> <li>Find school-related vocabulary items</li> <li>Differentiate between letters, words and sentences</li> <li>String words together to make short sentences</li> <li>Indicate features of words, phrases or sentences that are the same and different</li> </ul>	Level 6- Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



## CAN DO Descriptors

Grade Level Cluster PreK-K  
Speaking

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Identify people or objects in illustrated short stories</li> <li>Repeat words, simple phrases</li> <li>Answer yes/no questions about personal information</li> <li>Name classroom and everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Restate some facts from illustrated short stories</li> <li>Describe pictures, classroom objects or familiar people using simple phrases</li> <li>Answer questions with one or two words (e.g., "Where is Sonia?")</li> <li>Complete phrases in rhymes, songs and chants</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g. "What will happen next?" )</li> <li>Answer explicit questions from stories read aloud (e.g., who, what or where)</li> </ul>	<ul style="list-style-type: none"> <li>Retell narrative stories through pictures with emerging detail</li> <li>Sing repetitive songs and chants independently</li> <li>Compare attributes of real objects (e.g., size, shape, color)</li> <li>Indicate spatial relations of real-life objects using phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tell original stories with emerging detail</li> <li>Explain situations (e.g., involving feelings)</li> <li>Offer personal opinions</li> <li>Express likes, dislikes or preferences with reasons</li> </ul>	<b>Level 6 - Reaching</b>

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



## CAN DO Descriptors

Grade Level Cluster PreK-K  
Listening

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Match oral language to classroom and everyday objects</li> <li>• Point to stated pictures in context</li> <li>• Respond non-verbally to oral commands or statements (e.g., through physical movement)</li> <li>• Find familiar people and places named orally</li> </ul>	<ul style="list-style-type: none"> <li>• Sort pictures or objects according to oral instructions</li> <li>• Match pictures, objects or movements to oral descriptions</li> <li>• Follow one-step oral directions (e.g., “stand up”; “sit down”)</li> <li>• Identify simple patterns described orally</li> <li>• Respond with gestures to songs, chants or stories modeled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Follow two-step oral directions, one step at a time</li> <li>• Draw pictures in response to oral instructions</li> <li>• Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>• Act out songs and stories using gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Find pictures that match oral descriptions</li> <li>• Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</li> <li>• Distinguish between what happens first and next in oral activities or readings</li> <li>• Role play in response to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Order pictures of events according to sequential language</li> <li>• Arrange objects or pictures according to descriptive oral discourse</li> <li>• Identify pictures/realia associated with grade level academic concepts from oral descriptions</li> <li>• Make patterns from real objects or pictures based on detailed oral descriptions</li> </ul>	<b>Level 6- Reaching</b>

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



**PreK-K Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards**

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

<b>Standard 1: Social and Instructional language</b>	<b>Standard 2: The language of Language Arts</b>	<b>Standard 3: The language of Mathematics</b>	<b>Standard 4: The language of Science</b>	<b>Standard 5: The language of Social Studies</b>
<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Colors</li> <li>• Feelings</li> <li>• Games</li> <li>• Hygiene &amp; safety</li> <li>• Music &amp; movement</li> <li>• Recreational objects &amp; activities</li> <li>• Routines</li> <li>• School</li> <li>• Self &amp; family</li> <li>• Social behavior</li> <li>• Spatial relations</li> </ul>	<p><b>Example Genres &amp; Topics</b></p> <ul style="list-style-type: none"> <li>• Chants &amp; songs</li> <li>• Concepts about print</li> <li>• Environmental print</li> <li>• Fairy tales</li> <li>• Forms of print</li> <li>• Make-believe</li> <li>• Nursery rhymes</li> <li>• Picture books</li> <li>• Rhyme</li> <li>• Same &amp; different</li> <li>• Sounds &amp; symbols (Phonemic awareness)</li> <li>• Story elements</li> </ul>	<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Attributes</li> <li>• Equivalency</li> <li>• Geometric shapes</li> <li>• Measurement of time</li> <li>• Non-standard measurement tools</li> <li>• Number sense</li> <li>• Numbers &amp; operations</li> <li>• Patterns</li> <li>• Quantity</li> <li>• Size</li> <li>• Spatial relations</li> <li>• Temperature</li> <li>• Weight</li> </ul>	<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Air</li> <li>• Animals</li> <li>• Body parts</li> <li>• Change in self &amp; environment</li> <li>• Colors</li> <li>• Forces in nature</li> <li>• Living and non-living things</li> <li>• Night/Day</li> <li>• Rocks</li> <li>• Safety practices</li> <li>• Scientific process</li> <li>• Seasons</li> <li>• Senses</li> <li>• Water</li> <li>• Weather</li> </ul>	<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Change from past to present</li> <li>• Classroom/School</li> <li>• Clothing</li> <li>• Community workers</li> <li>• Families</li> <li>• Food</li> <li>• Friends</li> <li>• Historical stories &amp; legends</li> <li>• Homes in a community/Habitats</li> <li>• Location of objects &amp; places</li> <li>• Neighborhood</li> <li>• Seasons</li> <li>• Shelter</li> <li>• Symbols &amp; holidays</li> <li>• Transportation</li> </ul>

