

Kindergarten ELA Curriculum Map revised 2024

Standard: Writing	Kindergarten
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KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.

KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.

KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

W5: Begins in Grade 4

Writing Skills: Ongoing Throughout the Year
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<p>*Stronger Focus On Narrative Writing First Trimester</p> <ul style="list-style-type: none"> ● Using a combination of drawing, dictating, oral expression, and/or emergent writing to express a specific purpose in mind ● Draw a picture or a series of pictures and tell or write about them ● Explain one’s thoughts and feelings about an experience or event ● Write or draw books or short pieces that are enjoyable to read ● Using a combination of drawing, dictating, oral expression, and/or emergent writing to create a story that has a beginning, middle and ending to a story. ● Use simple words that show the passage of time (then, after) ● Add details to a drawing to give more information to the reader and to make the writing more interesting 	<p>*Stronger focus on Informative/Explanatory Writing Second Trimester</p> <ul style="list-style-type: none"> ● Use text as a resource for words, phrases, and ideas for writing ● Give information to readers about a topic ● Write ideas related to the same topic or set of facts using chronological order when applicable. ● Add words, phrases, or sentences to make the writing more interesting or exciting for readers ● Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge 	<p>*Stronger focus on Opinion Writing Third Trimester</p> <ul style="list-style-type: none"> ● Use text as a resource for words, phrases, and ideas for writing ● State an opinion (interesting, funny, exciting) about a familiar topic or personal experience and state a reason to support that ● Express opinions about facts or information learned ● Add words, phrases, or sentences to make the writing more interesting or exciting for reader
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Writing Assessments/Expectations

<p>First Trimester Using a combination of a drawing, dictating, oral expression, and/or emergent writing, students are able to create or produce a story.</p> <p>*With a strong focus on Narrative (3W3)</p>	<p>Second Trimester Using a combination of drawing, dictating, oral expression, and emergent writing to produce a text that is informational</p> <p>*With a strong focus on Informative/Explanatory (3W2)</p>	<p>Third Trimester <u>Complete sentences related to the assigned topic</u></p> <p>With a strong focus on using a combination of drawing, dictating, oral expression, and emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.</p> <p>*With a strong focus on Opinion Writing (3W2)</p>
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Standard: Phonics, Spelling, Word Study	Kindergarten
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KRF1: Demonstrate an understanding of the organization and basic features of print.

- **KRF1a:** Follow words from left to right, top to bottom, and page by page.
- **KRF1b:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **KRF1c:** Understand that words are separated by spaces in print.

- **KRF1d: Recognize and name all upper and lowercase letters of the alphabet.**
 - **KRF1e: Identify the front cover, back cover, and title page of a book.**
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
- **KRF2a: Recognize and produce spoken rhyming words.**
 - **KRF2b: Blend and segment syllables in spoken words.**
 - **KRF2c: Blend and segment onsets and rimes of spoken words.**
 - **KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.**
 - **KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.**
- KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- **KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.**
 - **KRF3b: Decode short vowel sounds with common spellings.**
 - **KRF3c: Decode some regularly spelled one-syllable words.**
 - **KRF3d: Read common high-frequency words by sight.**

Beginning of First Trimester- Review Pre-K Skills:

- Understand and talk about the concept of a word
- Use left-to-right directionality in print
- Understand and demonstrate that one spoken word matches one group of letters
- Recognize letters and state their names
- Recognize and point to some uppercase letters and lowercase letters: e.g., B, b especially those in own name
- Distinguish and talk about the differences between the uppercase and lowercase forms of a letter
- Understand and demonstrate that one spoken word matches one group of letters
- Recognize letters and state their names
- Differentiate between letters and numerals.
- Identify front and back cover of a book
- Begin to hear and match spoken words that rhyme: e.g., hat, bat
- Begin to hear, say, and clap syllables within spoken words: e.g., cup cake, base ball
- Isolate and pronounce the beginning phoneme in a one-syllable spoken word: e.g., the /m/ in map
- Begin to demonstrate one-to-one correspondence by producing the primary sounds of some consonants

Phonics, Spelling, Word Study: Ongoing Throughout the Year

Phonics

- Understand and talk about the concept of a word
- Understand and demonstrate that one spoken word matches one group of letters
- Recognize letters and state their names
- Recognize and point to uppercase letters and lowercase letters: e.g., B, b
- Distinguish and talk about the differences between the uppercase and lowercase forms of a letter
- Hear and generate rhyming words: e.g., a bug in a ____ (hug, jug, mug, rug)
- Hear, say, and clap syllables: e.g., farm, be/fore, a/ni/mal
- Blend syllables: e.g.: let/ter, letter
- Hear, divide, and blend onsets and rimes: e.g., m-en, bl-ack
- Hear and say three phonemes in a word: e.g., /r/ /u/ /n/
- Add a phoneme to the beginning of a word: e.g., /s/ + it = sit
- Change the beginning phoneme to make a new word: e.g., not, hot (change /n/ to /h/)
- Change the ending phoneme to make a new word: e.g., his, him, (change /s/ to /m/)
- Recognize and use beginning consonant sounds and the letters that represent them: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z
- Recognize, point to, and say the same beginning consonant sound and the letter that represents the sound: e.g., bag, bee

- Understand and talk about the fact that some letters represent vowel sounds
- Recognize and use the consonant-vowel-consonant (CVC) pattern: e.g., cap, get, pig, got, but
- Decode short vowel sounds with common spellings
- Read and write high frequency words
- Locate and read high-frequency words in continuous text

Standard: Knowledge of Language (Grammar)/Vocabulary Acquisition and Use

Anchor Standard L.1, L.2 (NYS Next Gen ELA Appendix A) *Students are expected to know and use the skills by the end of second grade.

- Print upper and lowercase letters in their name
- Print all upper and lowercase letters
- Use frequently occurring nouns and verbs
- Use common, proper, and possessive nouns
- Use collective nouns (e.g., group)
- Form and use regular plural nouns (e.g., dog, dogs; wish, wishes)
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump)
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how)
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- Produce and expand complete sentences in shared language activities
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- Use reflexive pronouns (e.g., myself, ourselves)
- Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
- Use frequently occurring adjectives
- Use adjectives or adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie)
- Attempt to write symbols or letters to represent words
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy)
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Consult reference materials as needed to check and correct spellings
- Recognize and name end punctuation
- Use end punctuation for sentences
- Capitalize the first letter of their name
- Capitalize the first word in a sentence and the pronoun I
- Capitalize dates, names, places, and holidays
- Use commas in dates, to separate single words in a series, in greetings, and closings of letters

Grammar

- Use prepositional phrases: e.g., to the bus, on the bus
- Use conventional sentence structure (noun + verb)
- Locate a capital letter at the beginning of a sentence during shared or interactive writing or in a piece of dictated writing
- Use a capital letter at the beginning of a familiar proper noun
- Notice the use of punctuation marks in books and try them out in one's own writing
- Say words slowly to hear a sound and write a letter that represents it
- Attempt unknown words through sound analysis
- Write some words with consonant letters appropriate for sounds in words (beginning and ending)
- Write a letter for easy-to-hear vowel sounds
- Form upper- and lowercase letters efficiently in manuscript print
- Form upper- and lowercase letters proportionately in manuscript print
- Generate and expand ideas through talk with peers and teacher
- Use frequently occurring conjunctions (such as, and, because, or etc.) → Use basic transition words

- Use an apostrophe to form contractions and frequently occurring possessives

KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:

- **KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**
- **KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.**

KL5: Explore and discuss word relationships and word meanings.

- **KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.**
- **KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**
- **KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).**
- **KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.**

KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Standard: Reading Literary and Informational

Kindergarten

KR1: Develop and answer questions about a text. (RI&RL)

KR2: Retell stories or share key details from a text. (RI&RL)

KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

KR4: Identify specific words that express feelings and senses. (RI&RL)

KR5: Identify literary and informational texts. (RI&RL)

KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)

KR7: Describe the relationship between illustrations and the text. (RI&RL)

KR8: Identify specific information to support ideas in a text. (RI&RL)

KR9: Make connections between self, text, and the world. (RI&RL)

Reading Skills: Ongoing Throughout the Year

- Ask questions to deepen understanding of a text
- Use left-to-right directionality to read one to four lines of print
- Refer to important information and details
- Retell stories in order of events and share key details from a text
- Identify characters, settings, major events in a story, or pieces of information in a text
- Make connections between self, text, and the world
- Recognize that there are characters (people or animals in a story)
- Understand that an illustrator created the pictures in the book
- Understand the meaning of new words after reading and talking about them
- Identify literary and informational texts
- Tell stories in response to pictures
- Think about what the characters are feeling from their facial expressions or gestures
- Describe the relationship between illustrations and the text
- Recognize and understand labels for familiar objects, animals, people, the human body, weather, daily activities, simple processes such as cooking or growing plants
- Use some specific language to talk about book and print features: e.g., front cover, back cover, page, author, illustrator, illustrations, photographs, title, label
- Use details in the illustrations to search for and use information
- Use labels on photographs to search for and use information

Standard: Reading Fluency

1KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.

Fluency Skills: Ongoing throughout the year

- Use phrasing, pausing, and word stress with intonation when reading in unison
- Use line breaks to guide phrasing when reading in chorus
- Adjust the voice to reflect dialogue in the body of the text and in speech bubbles
- Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually
- When reading individually or in unison with others (with teacher support), adjust the voice to reflect emotional aspects of the text: (e.g., humor, surprise, suspense, sadness)
- Anticipate exciting places in the text or the ending of a story by remembering previous readings.
- Sustain momentum through an entire short text
- Demonstrate stress on words in a way that shows attention to meaning

Standard: Speaking and Listening

Kindergarten

KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

- **KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.**
- **KSL1b: Participate in conversations through multiple exchanges.**
- **KSL1c: Consider individual differences when communicating with others.**

KSL2: Participate in a conversation about features of diverse texts and formats.

KSL3: Develop and answer questions to clarify what the speaker says.

KSL4: Describe familiar people, places, things, and events with detail.

KSL5: Create and/or utilize existing visual displays to support descriptions.

KSL6: Express thoughts, feelings, and ideas.

Reading Skills: Ongoing Throughout the Year

- Ask questions to deepen understanding of diverse texts
- Notice and ask questions when meaning is lost or understanding is interrupted
- Tell what happened in a text after hearing it read
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Include the problem and its resolution in telling what happened in a text
- Tell, identify and discuss the important information in text after hearing it read
- Listen actively to others, read or talk about their writing, and give feedback and/or make a connection to their ideas
- Consider individual differences when communicating with others
- Enter a conversation appropriately
- Refrain from speaking over others
- Sustain a conversation with others: e.g., teachers, family, peers
- Take turns when speaking
- Follow a topic and add to discussion
- Actively participate in the give and take of conversation

- Describe familiar people, places, things and events with detail
- Participate in conversation about features of diverse texts and formats

Assessments

- **STAR**
- **Foundations**
- **Writing Assessments (baseline and each trimester)**
- **Teacher Assessments**
- **Informal Assessments**
- **F & P (Fall/Winter/Spring)**
- **F & P Sight Words**