

ELA Curriculum Map

| English Language Arts | | Grade K Year-at-a-Glance | | | | | |
|------------------------------|--------|--------------------------|---|--|---|---|--|
| | Unit | Approx. Duration | Unit Focus | Reading Standards | Writing | Speaking and Listening | Language |
| Trimester 1 Sept.-Dec. | Unit 1 | 6 weeks | <p>This unit focuses on celebrating kindergartners as readers and writers. Students retell familiar stories as they read, talk, and share ideas about books. Kindergartners explore their environment and begin to recognize that print is everywhere. They begin to develop phonemic awareness and concepts about print. Students will write informational text (label classroom, charts, names...) as well as personal narratives.</p> <p>Reading</p> <ul style="list-style-type: none"> Read and reread stories, discussing details, illustrations, and events Daily reading and rereading of stories and poems to practice fluency Identify characters, settings, and major events in familiar stories Ask and answer questions about text read aloud Recognize common types of text (storybooks, poems, signs, environmental print...) Concepts of print; phonemic awareness (see foundational skills) <p>Writing</p> <ul style="list-style-type: none"> Use interactive writing to produce environmental print (label classroom, charts, names...) Orally tell a story more than one time, adding details each time. Write that story down, using drawing, labels, words to compose (teacher may take dictation but it should be put on the back of the paper so as not to detract from the child as a writer) Students read and reread their writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> Students engage in discussions throughout the day in whole group, small group, and partnerships about various topics and stories. Students learn to take turns when speaking. Students practice asking questions and learn that it is their job to contribute to discussions and ask questions. <p>Language</p> <ul style="list-style-type: none"> Daily morning message Students categorize, sort, and label Begin to write letters or letters for consonant sounds Use language to communicate their needs | <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of text.</p> <p>Supporting: RI.K.2 RI.K.5 RI.K.6 RI.K.7 RI.K.10</p> | <p>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.</p> <p>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, and provide a reaction to what happened.</p> <p>Supporting: W.K.5 W.K.8</p> | <p>SL.K.1a Follow agreed upon rules for discussions.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail</p> <p>SL.K.1.b SL.K.2 SL.K.3</p> | <p>L.K.1a Print many upper and lowercase letters.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds.</p> <p>L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>L.K.5c Identify real-life connections between words and their use (e.g., labeling)</p> |

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| <p>Foundational Skills: Trimester 1</p> <ul style="list-style-type: none"> 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 Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant Distinguish between similarly spelled words by identifying the sounds of the letters that differ | | | | | | |
| <p>Designated English Language Development</p> <p>Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards in ways that build into and from content instruction in order to develop critical English Language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are grouped by proficiency level and are actively engaged in collaborative discussions where they build awareness about language and develop skills and abilities to use language. Designated ELD supports related to the unit foci are available from the Office of Language Acquisition. –Adapted from Ca Dept. of Educ. ELA/ELD Framework, 2014 draft</p> | | | | | | |
| <p>Unit 1 Resources</p> | | | | | | |
| Unit 2 | 6 weeks | <p>This unit focuses on informational text as kindergarteners notice the differences between fiction and nonfiction texts. Students identify the main topic and big ideas of a text, as well as asking and answering questions about text. In writing students will create an “All About” book and orally present about their topic.</p> <p>Reading</p> <ul style="list-style-type: none"> Daily read aloud of informational text with discussion Daily reading and rereading of texts to practice fluency Explain the differences between fiction and nonfiction Identify the main topic and big ideas of informational text (with prompting and support from teacher) Ask and answer questions about key details Notice relationship between illustrations and the text Preview the text to determine topic (use front cover, back cover, text features, picture walk)- predict and then adjust predictions while reading <p>Writing</p> <ul style="list-style-type: none"> Daily interactive writing Oral rehearsal of writing before putting ideas on paper | <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.7 With p&s, describe the relationship between illustrations and the text in which they appear.</p> | <p>W.K.2 Use a comb. 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.</p> <p>Supporting W.K.7</p> | <p>SL.K.1b Continue a conversation through multiple exchanges.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>L.K.1a Print many upper- and lowercase letters.</p> <p>L.K.1d Understand and use question words.</p> <p>L.K.2c Write a letter or letters for most consonants and short-vowel sounds.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>LK.6 Use words</p> |

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| | | <ul style="list-style-type: none"> Write an informative (All About) book: name a topic, supply some information about the topic, stay on topic throughout the book, pictures match writing Oral presentation of writing- name topic and share one fact about it <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to speak about texts, building on the ideas of others Ask and answer questions in order to seek help, get information, or clarify Orally share “All About” book Speak audibly and express thoughts, feelings, and ideas clearly <p>Language</p> <ul style="list-style-type: none"> Daily morning message Use question words Begin to spell simple words phonetically Use words and phrases acquired through conversations and read alouds <p>Designated English Language Development for English Learners</p> | Supporting: RI.K.3 RI.K.4 | | | and phrases acquired through conversations, reading and being read to, and responding to texts. Continue with: L.K.4a L.K.5c |
| Unit 2 Resources: | | | | | | |
| Unit 3 Dec.- January | 6 weeks | <p>In this unit, kindergarteners continue to retell familiar stories and further develop their understanding of story elements. Students are introduced to the idea that most stories have a certain structure/story arc. In writing, students will begin opinion writing by producing a book review describing their favorite story. They will also write narratives where they “zoom in” on a particular moment so they can recount a particular event in detail.</p> <p>Reading</p> <ul style="list-style-type: none"> Daily read aloud of literature with discussion Daily reading and rereading of stories and poems to practice fluency Retell familiar stories including key details Describe the story arc or structure of stories read aloud Identify characters, settings, major events including problem/solution Describe the relationship between the illustrations and text <p>Writing</p> <ul style="list-style-type: none"> Daily interactive writing Daily opportunities to write about stories Daily opportunities to orally rehearse ideas before writing | <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> | <p>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.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to</p> | <p>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.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with</p> | <p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately.</p> |

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| | | | <ul style="list-style-type: none"> Opinion piece: book review of favorite story : name of book, opinion and reason Stay on topic when writing Pictures and words match; revise to add details to pictures or stories <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to describe familiar people, places, things, events and provide additional detail when prompted Daily opportunities to talk in partnerships or small groups to grow understanding <p>Language</p> <ul style="list-style-type: none"> Daily morning message Daily opportunities to practice orally expanding sentences to make them more complex Identify new meanings for familiar words and apply them accurately Capitalize the first word in a sentence and the pronoun “I” Recognize and name end punctuation <p>Designated English Language Development for English Learners</p> | Supporting: RL.K.7 | 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. | prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. | Continue with: L.K.1a L.K.2c L.K.2d |
| Unit 3 Resources: | | | | | | | |
| Trimester 2 (Jan-Mar) | Unit 4 Feb. - Mar. | 5 weeks | <p>This unit focuses on informational text, moving students from the highly supported work of unit 2 towards independence. Students will read a variety of nonfiction materials and identify topic, main ideas, details, and facts. They will compare and contrast more than one text on the same topic to grow their knowledge about a topic. Students will write a book review.</p> <p>Reading</p> <ul style="list-style-type: none"> Daily read aloud with discussion (informational text) Daily reading and rereading of texts to practice fluency Identify main topic, main idea, and retell key details of informational text, going back to the text to look for evidence Read various forms of nonfiction text, including books, magazines, newspapers, posters, video, charts, etc... Notice how all provide information to readers. Identify basic similarities and differences between two texts on the same topic <p>Writing</p> <ul style="list-style-type: none"> Daily interactive writing, expanding language and using sentence conventions | <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or</p> | <p>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.</p> <p>Supporting:</p> | <p>SL.K.6 Speak audibly and express ideas clearly.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <p>LK.1e Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>LK.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>LK.2b Recognize and name end punctuation. Demonstrate understanding of</p> |

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| | | <ul style="list-style-type: none"> Daily writing about informational text (facts learned, interesting ideas, etc...) Write an opinion piece: name topic writing about, state opinion and reasons Stay on topic; pictures match words; revise to add details and expand sentences <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities for discussion, building on the ideas of others Speak audibly and express ideas clearly Daily opportunities to orally expand sentences and use academic vocabulary <p>Language</p> <ul style="list-style-type: none"> Daily morning message Use common prepositions correctly in speaking and writing (to, from, in, out, on, off, for, of, by, with) Capitalization, end punctuation Understand adjectives and verbs and relate them to their opposites Distinguish shades of meaning among verbs describing action (e.g.- march, walk, strut, prance) <p>Designated English Language Development for English Learners</p> | <p>procedures).</p> <p>Supporting: RI.K.1 RI.K.8 RI.K. 3 RI.K.7</p> | <p>W.K.6 W.K.8</p> | <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>LK.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>Continue with: LK.1b LK.2c LK.2d LK.4a LK.5b</p> |
| <p>Foundational Skills: Trimester 2</p> <ul style="list-style-type: none"> 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 produce rhyming words Blend and segment onsets and rimes of single-syllable spoken words Blend two to three phonemes into recognizable words Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words Distinguish between similarly spelled words by identifying the sounds of the letters that differ Read emergent-reader texts with purpose and understanding | | | | | | |
| <p>Unit 4 Resources:</p> | | | | | | |

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| <p>Trimester 3 (Mar-June)</p> | <p>Unit 5 Mar.-April</p> | <p>6 weeks</p> | <p>In this unit, kindergarten students develop their understanding of characters by exploring the ways characters act, feel, think, and talk in familiar stories. Students will compare the adventures and experiences of characters within and across stories, and share their ideas, using evidence from the text to support their thinking. Students will produce several books about characters.</p> <p>Reading</p> <ul style="list-style-type: none"> Daily read aloud of literature with discussion Daily reading and rereading of stories and poems to practice fluency Identify characters, setting, major events (including problem/solution) in stories Discuss characters and character types by considering the ways characters act, feel, think, and talk Compare characters within and across stories; early discussions of archetype (most foxes are tricky; stepmothers are often mean, heroes, etc...) Students use evidence from the text to support their thinking <p>Writing</p> <ul style="list-style-type: none"> Daily interactive writing Students make several books, including descriptions of characters, comparison of characters, book reviews with opinions/reasons Orally rehearse writing before putting ideas on paper Revision to include production and expansion of complete sentences Respond to questions and suggestions from peers <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to discuss stories and characters, including the use of academic language around compare/contrast as they students across stories Conversations that continue through multiple exchanges <p>Language</p> <ul style="list-style-type: none"> Daily morning message Distinguish shades of meaning and consider precise vocabulary when speaking and writing Form plural nouns adding /s/ and /es/ Produce and expand complete sentences <p>Designated English Language Development for English Learners</p> | <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Supporting: RL.K.2 RL.K.3 RL.K.6</p> | <p>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.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> | <p>SL.K.2 Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.1b Continue a conversation through multiple exchanges.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/.</p> <p>L.K.1d Understand and use question words.</p> <p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> |
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| <p>Foundational Skills: Trimester 3</p> <ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words Blend and segment onsets and rimes of single-syllable spoken words Blend two to three phonemes into recognizable words Isolate and pronounce the initial, medial vowel, and final sounds in consonant-vowel-consonant words Add or substitute individual sounds in simple, one-syllable words to make new words Associate the long and short sounds with common spellings (graphemes) for the five major vowels Distinguish between similarly spelled words by identifying the sounds of the letters that differ Read emergent-reader texts with purpose and understanding | | | | | | |
| <p>Unit 5 Resources:</p> | | | | | | |
| Unit 6 May- June | 5 weeks | <p>In this unit, students will integrate all they have learned about reading and writing in order to demonstrate what they know about a topic. Students will be introduced to the research cycle: Read widely, ask questions, and search for answers. The class participates in a shared research project around a topic, gaining information from provided sources to answer questions. The main goal is for students to learn that researchers ask questions about a topic and search for the answers in multiple sources (i.e., books, magazines, websites, videos, etc...)</p> <p>Reading</p> <ul style="list-style-type: none"> Daily read aloud of informational text Daily reading and rereading of texts to practice fluency Use the features of informational text to predict content and help with reading Ask and answer questions about key details and facts in text Find evidence in the text to support thinking <p>Writing</p> <ul style="list-style-type: none"> Daily interactive writing Daily opportunities to write about information learned from texts With prompting and support, research a topic and make a few notes With prompting and support, organize ideas for writing: name the topic, supply some facts or details about the topic Revise with peer suggestions, adding details including visuals to support ideas Orally present to an audience <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to speak about informational topics read aloud, continuing | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.8 With prompting and support, identify reasons/evidence an author gives to support points in a text</p> <p>Supporting:</p> <p>RI.K.3</p> | <p>W.K.2 Use a comb. 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.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>Supporting:</p> <p>W.K.8</p> | <p>SL.K.1b Continue a conversation through multiple exchanges.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)</p> <p>Continue with:</p> <p>L.K.1c L.K.1e L.K.5b L.K.5c L.K.5d</p> |

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| | | | <p>conversations through multiple exchanges</p> <ul style="list-style-type: none"> • Ask questions, research to find answers • Speak audibly and express ideas clearly <p>Language</p> <ul style="list-style-type: none"> • Daily morning message • Expansion of sentences, both orally and in writing • Use of academic language about the topic • Use the most frequently occurring inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) • Choose precise vocabulary when speaking and writing <p>Designated English Language Development for English Learners</p> | | | | |
| | <p>Unit 6 Resources: http://safari.sandi.net/?p=9d66f601-c1bc-11e3-85a3-842b2b64e69e (overview, tasks, texts, and assessment)</p> | | | | | | |