# English Language Arts - Kindergarten
# CURRICULUM MAP

| INSTRUCTIONAL TIME PERIOD | SKILLS/OUTCOMES | ASSESSMENT |
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| **Unit 1** | **Helping Hands**<br><br>**The students will be able to:**<br>• Use basic text features to help them read (left to right,top to bottom, page by page, spaces between words)<br>• Recognize and name some upper and lower case letters.<br>• Identify and make the most common sound for some letters.<br>• Read a few high frequency words.<br>• Identify the beginning sound in simple words.<br>• Ask and answer questions about a text (with prompting and support).<br>• Write, draw, and/or tell their ideas based on the topic.<br><br>**Standards:**<br>**Reading Foundational Skills: K.1, K.3, K.4**<br><br>**Reading: K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9**<br><br>**Writing: K.1, K.2, K.5, K.7, K.8**<br><br>**Speaking and Listening: K.1, K.2, K.3, K.4, K.5**<br><br>**Language: K.1, K.2, K.3, K.4, K.5** | • ESGI: Beginning of the Year Assessment<br>• ESGI: Mid-Quarter 1 Assessment<br>• FastBridge Early Reading Assessment<br>• Teacher observation:<br>-Independent work time<br>-Small group activities<br>-Whole group discussion<br>• Group writing activities<br>• Combination of student drawing with dictation to teacher |
| **Unit 2** | **Imagine It!**<br><br>**The students will be able to:**<br>• Use basic text features to help them read (left to right,top to bottom, page by page,spaces between words)<br>• Recognize and name most upper and lower case letters.<br>• Identify and make the most common sound(s) for most letters.<br>• Read high frequency words taught.<br>• Recognize and produce rhyming words.<br>• Blend and segment onsets and rimes in single syllable words.<br>• Ask and answer questions about a text (with prompting and support).<br>• Write, draw, and/or tell their ideas based on the topic. | • ESGI: Quarter 1 Report Card<br>• Teacher observation:<br>-Independent work time<br>-Small group activities<br>-Whole group discussion<br>• Group writing activities<br>• Combination of student drawing with dictation to teacher |

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| | • Name frequently used punctuation.<br>• Write a letter for most consonants and short vowels.<br><br>**Standards:**<br>**Reading Foundational Skills: K.1, K.2, K.3, K.4**<br><br>**Reading: K.1, K.2, K.3, K.5, K.6, K.7, K.9**<br><br>**Writing: K.1, K.2, K.5, K.6, K.7, K.8**<br><br>**Speaking and Listening: K.1, K.2, K.3, K.4, K.5**<br><br>**Language: K.6, K.1, K.2, K.3, K.4, K.5** | |
| **Unit 3** | **Nature's Wonders**<br><br>**The students will be able to:**<br>• Recognize and name all upper and lower case letters.<br>• Identify and make the common sound(s) for all letters.<br>• Identify and name the initial, middle, and final sound in CVC (consonant, vowel, consonant) words.<br>• Recognize and produce rhyming words.<br>• Read high frequency words taught.<br>• Ask and answer questions about a text (with prompting and support).<br>• Write, draw, and/or tell their ideas based on the topic.<br>• Write a letter for most consonants and short vowels.<br><br>**Standards:**<br>**Reading Foundational Skills: K.1, K.2, K.3, K.4**<br><br>**Reading: K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9**<br><br>**Writing: K.1, K.2,K.5, K.6, K.8**<br><br>**Speaking and Listening: K.1, K.2, K.3, K.4, K.5**<br><br>**Language: K.6, K.1, K.2, K.3, K.4, K.5** | • ESGI: Mid-Quarter 2 Assessment<br>• ESGI: Quarter 2 Assessment<br>• FastBridge Early Reading Assessment<br>• F&P Benchmark Assessment<br>• Teacher observation:<br>-Independent work time<br>-Small group activities<br>-Whole group discussion<br>• Group writing activities<br>• Combination of student drawing and student phonetic spelling or dictation to teacher<br>• Individual reading conferences |

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| **Unit 4** | **The World to Explore**<br><br>**The students will be able to:**<br>● Use what they know about phonics to write words.<br>● Identify and name the initial, middle, and final sound in CVC (consonant, vowel, consonant) words.<br>● Read high frequency words taught.<br>● Ask and answer questions about a text (with prompting and support).<br>● Write, draw, and/or tell their ideas based on the topic.<br><br>**Standards:**<br>**Reading Foundational Skills: K.1, K.2, K.3, K.4**<br><br>**Reading: K.1, K.2, K.3, K.4, K.5, K.6, K.7**<br><br>**Writing: K.1, K.2, K.5, K.6, K.9**<br><br>**Speaking and Listening: K.1, K.2, K.3, K.4, K.5**<br><br>**Language: K.1, K.2, K.3, K.4, K.5** | ● ESGI: Mid-Quarter 3 Assessment<br>● ESGI: Quarter 3 Assessment<br>● Teacher observation:<br>-Independent work time<br>-Small group activities<br>-Whole group discussion<br>● Group writing activities<br>● Combination of student drawing and student phonetic spelling or dictation to teacher<br>● Individual reading conferences |
| **Unit 5** | **As We Grow**<br><br>**The students will be able to:**<br>● Isolate, pronounce, and write the initial, middle, and final sound in CVC (consonant, vowel, consonant) words.<br>● Substitute individual sounds in simple one-syllable words to make new words.<br>● Read high frequency words taught.<br>● Recognize the difference between similarly spelled words by naming the letter sounds that differ.<br>● Ask and answer questions about a text (with prompting and support).<br>● Write, draw, and/or tell their ideas based on the topic.<br>● Sound out to spell simple words using their knowledge of letter/sound relationships<br><br>**Standards:**<br>**Reading Foundational Skills: K.1, K.2, K.3, K.4**<br><br>**Reading: K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9**<br><br>**Writing: K.1, K.2, K.6, K.7, K.8, K.9** | ● ESGI: Mid-Quarter 4 Assessment<br>● Teacher observation:<br>-Independent work time<br>-Small group activities<br>-Whole group discussion<br>● Group writing activities<br>● Combination of student drawing and student phonetic spelling<br>● Individual reading conferences |

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| | **Speaking and Listening: K.1, K.2, K.3, K.4, K.5**<br><br>**Language: K.6, K.1, K.2, K.3, K.4, K.5** | |
| Unit 6 | **Do Your Best**<br><br>**The students will be able to:**<br>● Isolate, pronounce, and write the initial, middle, and final sound in CVC (consonant, vowel, consonant) words.<br>● Add, delete, or substitute individual sounds in simple one-syllable words to make new words.<br>● Recognize the long sounds for the five major vowels.<br>● Read high frequency words taught.<br>● Recognize the difference between similarly spelled words by naming the letter sounds that differ.<br>● Ask and answer questions about a text (with prompting and support).<br>● Write, draw, and/or tell their ideas based on the topic.<br>● Capitalize the first word in a sentence.<br><br>**Standards:**<br>**RF K.2, K.3, K.4**<br><br>**R K.1, K.2, K.3, K.5, K.6, K.7, K.9**<br><br>**W K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9**<br><br>**SL K.1, K.2, K.3, K.4**<br><br>**L K.6, K.1, K.2, K.3, K.4, K.5** | ● ESGI: Quarter 4 Assessment<br>● FastBridge Early Reading Assessment<br>● F&P Benchmark Assessment<br>● Teacher observation:<br>-Independent work time<br>-Small group activities<br>-Whole group discussion<br>● Group writing activities<br>● Combination of student drawing and student phonetic spelling, including capitalization, punctuation, and word spacing<br>● Individual reading conferences |

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# Wisconsin Standards for English Language Arts Covered in Kindergarten (Essential standards are in red.)

## Reading: Foundational Skills

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

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

## Reading

R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL)

R.K.2 With prompting and support, retell stories (RL); share key details from a text. (RI)

R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

R.K.4 With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL)

R.K.5 Identify literary and informational texts. (RI&RL)

R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)

R.K.7 With prompting and support, describe the relationship between illustrations and the text. (RI&RL)

R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI)

R.K.9 With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)

## Writing

W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. c. Convey events, real or imagined and 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.

W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes: a. Organization: provide a sense of structure, attempt an introduction. b. Word Choice (including domain specific): use words familiar to the student.

W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.
W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.

**Speaking and Listening**

SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others.
SL.K.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4 With guidance and support, describe familiar people, places, things, and events
SL.K.5 With guidance and support, create an original or utilize existing visual displays to support descriptions.

**Language**

L.K.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.
L.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Begin to recognize some words have multiple meanings (e.g., duck, tie). b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed).
L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: a. Ask and answer questions about unknown words. b. Sort common objects into categories. c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). d. Connect common words to real life (e.g., colorful). e. Act out shades of meanings with verbs (e.g., strut, skip).
L.K.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Frequently used nouns, verbs, and prepositions. b. Oral pluralizations of nouns. c. Question words (who, what, etc.). d. Oral production and expansion of complete sentences.
L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a.

Capitalization of the first word in a sentence. b. Name frequently used punctuation. c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).