Kindergarten ELA Curriculum Map
2025-2026

As emerging readers, kindergarten students are beginning to grasp essential foundational literacy skills, which are crucial for becoming proficient readers and writers. Literacy activities for emerging readers might include singing songs, playing rhyming games, reading aloud, and practicing letter sounds, handwriting, and building words.

Our literacy program can be divided into two main categories: **Word Recognition** and **Language Comprehension**

(*New York State Next Generation ELA Standards alignment indicated in blue)

	Word Recognition		***Language Comprehension***	
	• **Phonemic Awareness**: Recognizing and working with the sounds of spoken language. • **Phonics**: Understanding the relationship between letters and sounds, which helps children decode words. • **Fluency**: Developing the ability to read smoothly and wih expression.		• **Comprehension**: Understanding and interpreting what is read**.** Mainly through listening comprehension and reading aloud at this level. • **Vocabulary**: Building a strong vocabulary to understand and use a variety of words. • **Writing:** Developing ideas through drawing, dictating, or writing.	
Trimester	**Phonemic Awareness** **Resource:** Heggerty Kindergarten	**Phonics** **Resource:** Wilson Fundations Level K	**Reading** **Resources:** Arts & Letters & Geodes	**Writing** **Resource:** Arts & Letters
1st Trimester	**Weeks 1-12:** • **Rhyme**: Rhyme Repetition, Rhyme Recognition, Rhyme Production • **Initial Phoneme Isolation:** Isolating Initial Consonants and in a Series of Words, Isolating Initial Consonants and Short Vowels • **Blending**: Compound Words, Syllables, Body-Coda, Onset-Rime,	**Unit 1**: • Letter-Keyword-Sound for 26 consonants • Letter-Keyword-Sound for short vowels • Letter Formation for lowercase letters (a-z) • Sound recognition: consonants and short vowels • Print and word awareness • Rhyming • Phonemic awareness: initial and final sounds	**Module 1:** **The Five Senses** *"How do people use their senses to experience the world?"* **Learning Goals:** • Build knowledge about the five senses by reading literary and informational texts. • Ask and answer questions about texts. • Identify and use module	**Module 1:** **Introduction to Writing** **Learning Goals:** • Combine dictating, drawing and writing to show how people use their five senses to experience the world. • Attempt to print uppercase or lowercase

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1st Trimester	Two Phonemes • **Phoneme Isolation:** Final Phoneme and in a Series of Words • **Segmenting**: Compound Words, Syllables, Onset-Rime, Words into Two Phonemes • **Adding**: Compound Words, Syllables, Initial Phoneme • **Deleting**: Compound Words, Syllables, Initial Phoneme • **Substituting**: Compound Words, Syllables, Initial Phoneme • **Alphabet Knowledge**: 26 Letters & Sounds in order and in Random Order • **Language Awareness**: Counting Words Sentence Repetition & Completion, Nursery Rhymes • K.RF.2	• Story retelling • Beginning composition skills • Fluency/phrasing with echo and choral reading • K.RF.1, K.RF.3, K.RF.4, K.R.2, K.R.3	key vocabulary words. • Identify the main topic, retell key details, and describe connections among ideas in texts. • Identify the characters and setting in literary texts. • Describe relationships between illustrations and words in texts. • Participate in class discussions about how people use their five senses, speaking loudly for others to hear and sharing ideas connected to the topic. ***Geodes Decodable Readers:*** ○ Set 1- Explore South America ○ Set 2- Experience Museums ○ Wordless books ○ Focus on Story Structure, Vocabulary, Letter-Sound Awareness (Sound Search Books), Knowledge Building ○ K.RF.1, K.RF.4, K.R.1-9, K.W.4, K.W.6, K.W.7, K.L.4	letters to label drawings. • Collect evidence from a text read aloud to create a response.

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2nd Trimester **2nd Trimester**	**Weeks 13-22:** • **Rhyme**: Rhyme Production • **Initial Phoneme Isolation:** Initial Consonants and Short Vowels, Initial Blends, Initial Phoneme of a Blend • **Blending**: Three Phonemes • **Phoneme Isolation:** Medial Phoneme Short Vowels, Medial Long Vowels, Medial Short & Long Vowels • **Segmenting**: Words into Three Phonemes • **Adding**: Initial Phoneme • **Deleting**: Initial Phoneme • **Substituting**: Initial Phoneme • **Alphabet Knowledge**: 26 Letters & Sounds in Random Order • **Phoneme/Grapheme Connection:** Map Initial Phonemes, Map Final Phonemes, Map Medial Phonemes • **Language Awareness**: Nursery Rhymes • K.RF.2	**Unit 2:** • Sound blending, segmenting, and manipulation • Blending and reading three-sound short vowel words (i.e- map, sad, rat) • Story prediction • Alphabetical Order • Uppercase letter formation • K.RF.1, K.RF.3, K.RF.4, K.R.2, K.R.3 **Unit 3:** • Sound blending, segmenting, and manipulation • Blending sounds in nonsense CVC words • Segmenting and spelling three-sound short vowel words • Distinguish long and short vowel sounds • Narrative story form: character, setting, main events • Fluency and phrasing with echo and choral reading • Beginning composition skills • High frequency words (trick words)	**Module 2:** **Once Upon a Farm** *"What happens on a farm?"* **Learning Goals:** • Build knowledge about what happens on a farm by reading literary and informational texts. • Ask and answer questions about texts. • Build vocabulary about farms and explore relationships among words. • Retell familiar stories about farms, describing major events and key details. • Recognize common text types and describe the roles of the author and illustrator in texts about farms. • Compare and contrast the experience of characters in stories about farms, including character feelings. • Participate in class discussions about stories set on farms, listening	**Module 2:** **Narrative Writing** **Learning Goals:** • Combine dictating, drawing, and writing to tell stories set on farms. • Strengthen writing by editing for capitalization and end punctuation. • Collect evidence from a text read aloud to create a response. • Use sentence frames to create sentences to retell beginning, middle and end events. • Define characteristics of a narrative, and plan character, setting, feelings, and beginning-middle-end events.

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		• Trick words: the, a, and, are, to, is, his, as, has, was • K.RF.1, K.RF.3, K.RF.4, K.R.2, K.R.3	closely to what others say and taking turns with others when speaking. ***Geodes Decodable Readers:*** ○ Set 1- A Day's Work ○ Set 2- Working the Land ○ Wordless books ○ Focus on Story Structure, Vocabulary, Letter-Sound Awareness (Sound Search Books), Knowledge Building ○ K.RF.1, K.RF.4, K.R.1-9, K.W.4, K.W.6, K.W.7, K.L.4	
3rd Trimester	**Weeks 23-35:** (K.RF.2) • **Initial Phoneme Isolation:** Initial Phoneme of a Blend • **Blending**: Three Phonemes: Digraphs, Four Phonemes: Blends, Three or Four Phonemes • **Phoneme Isolation:** Final Phoneme: Digraphs, Final Phoneme: Consonants & Digraphs, Medial Phoneme • **Segmenting**: Words into Three Phonemes with Digraphs, Words into Four Phonemes with Blends • **Adding**: Initial Phoneme	**Unit 4:** • Phoneme segmentation • Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck • Decoding three-sound words with digraphs • Spelling three-sound words with digraphs • Spelling of ck at end of words • Narrative story form: character, setting, main events • Sample words: bath, chop, thick • Trick words: we, she, he, be,	**Module 3:** **America, Then and Now** *"How has innovation changed life in America over time?"* **Learning Goals:** • Build knowledge of change over time through literary and informational texts. • Ask and answer questions about texts. • Retell key details from a text. • Make connections between ideas presented in a text and across	**Module 3:** **Informative Writing (Research)** **Learning Goals:** • Conduct research for informative writing planning. • Collect evidence from one of more sources to write informative paragraphs about how innovation has changed life in America over time. • Orally present

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	Digraphs, Initial Phoneme Mixed Rimes, Final Phoneme of a Blend • **Deleting**: Initial Phoneme Digraphs, Initials Phoneme Mixed Rimes, Final Phoneme • **Substituting**: Initial Phoneme Mixed Rimes, Final Phoneme, Medial Vowel/Phoneme • **Alphabet Knowledge**: Consonant Digraphs, L Blends, S Blends, R Blends, Review of Consonants, Digraphs, Vowels and Blends • **Phoneme/Grapheme Connection:** Connect Phonemes to Graphemes • K.RF.2	me, I, you, they • K.RF.1, K.RF.3, K.RF.4, K.R.2, K.R.3 **Unit 5:** • Sentence structure • Sentence dictation • Narrative fiction vs. informational books • Trick words: or, for, of, have, from, by, my, do, one • K.RF.1, K.RF.3, K.RF.4, K.R.2, K.R.3	related texts. • Synthesize learning to describe how inventions changed life in America. • Use vocabulary strategies to determine the meaning and impact of words and phrases. • Participate in class discussions about how America has changed over time, using evidence to support ideas and sharing more than one thought during these discussions. ***Geodes Decodable Readers:*** ○ Set 1- Homelife ○ Set 2- Transportation ○ Set 3- American Made ○ Set 4- National Symbols ○ Decodable with VC and CVC Words ○ Focus on Story Structure, Vocabulary, Letter-Sound Awareness, Decoding and Word Recognition, Knowledge Building ○ K.RF.1, K.RF.3, K.RF.4, K.R.1-9, K.W.4, K.W.6, K.W.7, K.L.4	information about how cameras and photos have changed over time with the support of a visual display. • Strengthen writing by editing for letter-sound correspondence, capitalization, and end punctuation. • Expand a sentence to form a knowledge statement. • Use a graphic organizer to plan writing and collect notes. • Create complete sentences, working up to a three sentence paragraph.