

	Kindergarten ELA Curriculum Map			
	Standard	Trimester 1	Trimester 2	Trimester 3
Reading: Literature	RL.K.1	With prompting and support, ask and answer questions about key details in a text.		
	RL.K.2	With prompting and support, retell familiar stories, including key details.		
	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		
	RL.K.4	Ask and answer questions about unknown words in a text.		
	RL.K.5		Recognize common types of texts (e.g., storybooks, poems).	
	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	RL.K.10	Actively engage in group reading activities with purpose and understanding.		
Reading: Informational	RI.K.1	With prompting and support, ask and answer questions about key details in a text.		
	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.		
	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.		With prompting and support, ask and answer questions about unknown words in a text.
	RI.K.5	Identify the front cover, back cover, and title page of a book.		
	RI.K.6		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
	RI.K.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).		
	RI.K.8			With prompting and support, identify the reasons an author gives to support points in a text.
	RI.K.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).	
	RI.K.10	Actively engage in group reading activities with purpose and understanding.		Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills	RF.K.1	Demonstrate understanding of the organization and basic features of print.		
	RI.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	RI.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
	RI.K.4	Read emergent-reader texts with purpose and understanding.		

Writing	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 (e.g., My favorite book is...).
	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.	
	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.	
	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.	
	W.K.7	Participate in shared research 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.
Speaking and Listening	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
	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.
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
	SL.K.5		Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	
Language	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Social Emotional Learning			
Goal	Learning Standard	Suggested Performance Descriptors	
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one’s emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	
		1A.1b. Demonstrate control of impulsive behavior.	
	B. Recognize personal qualities and external supports.	1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.	
		1B.1b. Identify family, peer, school, and community strengths.	

	C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals. 1C.1b. Identify goals for academic success and classroom behavior.	
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships	A: Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself 2A.1b. Use listening skills to identify the feelings and perspectives of others.	
	B: Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others.	
	C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate appropriate social and classroom behavior.	
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers. 2D.1b. Identify approaches to resolving conflicts constructively.	
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.	
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school. 3B.1b. Make positive choices when interacting with classmates.	
		C. Contribute to the well-being of one’s school and community. 1st trimester	3C.1a. Identify and perform roles that contribute to one’s classroom. 3C.1b. Identify and perform roles that contribute to one’s family.
	ISTE Standards		
Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	Computational Thinker	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Digital Citizenship	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Creative Communicator	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Global Collaborator	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		