



**Trinity Area School District
Elementary English Language Arts Curriculum Map**

Course: Elementary English and Language Arts Grade: Kindergarten Designer(s): Language Arts Committee	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): Language arts in Kindergarten focuses on developing proficiency of word analysis skills to support fluency, vocabulary, spelling, comprehension and developing skills to effectively communicate information, oral and written with many audiences.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Foundational Skills</i>	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.		
Book Handling	CC.1.1.K.A Practice and utilize book handling skills.	<ul style="list-style-type: none"> • Readers take good care of books. 	How do we take care of books so that they are available for everyone to use for a very long time?
Print Concepts	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> • Readers follow words left to right, top to bottom and page by page. • Readers recognize that spoken words are represented in written language by specific sequences of letters. • Readers understand that words are separated by spaces in print. • Readers recognize and name all upper and lower case letters of the alphabet. • 	How can the knowledge of printed language help us to communicate and understand?
Phonological Awareness	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> • Readers recognize and produce rhyming words. • Readers count, pronounce, blend, and segment syllables in spoken words. 	How are words similar?

		<ul style="list-style-type: none"> • Readers blend and segment onsets and rimes of single-syllable spoken words. • Readers isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. 	
Phonics and Word Recognition	CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> • Readers demonstrate basic knowledge of one-to one letter-sound correspondence. • Readers associate the long and short sounds with common spellings for the five major vowels. • Readers read grade level high-frequency sight words with automaticity. • Readers distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>How do readers use strategies to decode text?</p> <p>What is the difference between decodable words and sight words?</p>
Fluency	CC.1.1.K.E Read emergent-reader text with purpose and understanding.	<ul style="list-style-type: none"> • Readers will read text fluently. 	<p>What does it mean to fluently read text?</p>

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Reading Informational Text</i>	Students read, understand, and respond to informational texts-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.		
Key Ideas and Details- Main Idea	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	<ul style="list-style-type: none"> • Readers identify the main idea of texts. • Readers retell the key details in a text. 	How can readers identify the main idea in a selection? How can details help me identify the main idea?
Key Ideas and Details- Text Analysis	CC.1.2.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Readers answer questions about the details in a text. • Readers connect events, ideas, or pieces of informational texts. 	How do readers answer questions about a text? How can I find the most important ideas in a text?
Craft and Sequence- Text Structure	CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	<ul style="list-style-type: none"> • Readers identify the title and author of a book. • Readers identify beginning, end, and details of a text. 	How do readers answer questions about a text? What can we learn from the parts of a text?
Craft and Sequence- Vocabulary	CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Readers ask and answer questions about unknown words in a text. 	How do readers use strategies to determine the meaning of words?
Integration of Knowledge and Ideas- Diverse Media	CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	<ul style="list-style-type: none"> • Readers understand that authors use pictures and text to communicate a message. 	Why are pictures and illustrations used in literature? How do text and pictures interact to help you understand what you are reading?
Integration of Knowledge and Ideas- Evaluating Arguments	CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • Readers identify the reasons an author gives to support points in a text. 	How can I find the most important ideas in a text?
Integration of	CC.1.2.K.I	<ul style="list-style-type: none"> • Readers compare and contrast 	What does it mean to compare?

Knowledge and Ideas- Analysis Across Texts	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	informational texts on the same topic.	What does it mean to contrast?
Vocabulary Acquisition and Use	CC.1.2.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts. CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.	<ul style="list-style-type: none"> • Readers orally respond to texts using words and phrases. • Readers determine or clarify multiple meaning words in a text. • Readers determine or clarify unknown words in a text. 	How do readers use strategies to determine the meaning of words?
Range of Reading	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Readers participate meaningfully during group reading activities. 	How do readers listen and respond to others appropriately?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Reading Literature</i>	Students read and respond to works of literature- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.		
Key Ideas and Details- Main Idea	CC.1.3.K.A With prompting and support, identify the main idea and retell key details of text.	<ul style="list-style-type: none"> • Readers identify the main idea in a text. • Readers recall and retell the details in a text. 	How can readers identify the main idea in a story? How can details help readers identify the main idea?
Key Ideas and Details- Text Analysis	CC.1.3.K.B Answer questions about key details in a text.	<ul style="list-style-type: none"> • Readers answer questions about the detail in a text. 	How do readers answer questions?
Key Ideas and Details- Literary Elements	CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> • Readers identify characters in a story. • Readers identify settings in a story. • Readers identify major events in a story. 	How do readers identify characters, settings, and main events in a story?
Craft and Sequence- Point of View	CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> • Readers name the author of a story. • Readers name the illustrator of a story. 	What is the job of an author? What is the job of an illustrator?
Craft and Sequence-Text Structure	CC.1.3.K.E Recognize common types of text.	<ul style="list-style-type: none"> • Readers recognize different types of text. 	What are the different genres of literature?
Craft and Sequence- Vocabulary	CC.1.3.K.F Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Readers ask and answer questions when words are unknown in a text. 	How do readers use strategies to determine the meanings of words?
Integration of Knowledge and Ideas- Sources of Information	CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	<ul style="list-style-type: none"> • Readers connect illustrations and text in a story. 	How can illustrations help better understand a selection?
Integration of Knowledge and Ideas- Text Analysis	CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Readers compare and contrast characters in two familiar stories. 	How can readers demonstrate the connections to self, world, and other text?
Integration of Knowledge and Ideas- Strategies	CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.	<ul style="list-style-type: none"> • Readers determine or clarify <i>multiple meaning words</i> in a text. • Readers determine or clarify <i>unknown words</i> in a text. 	How do readers use strategies to determine the meanings of words?
Vocabulary Acquisition	CC.1.3.K.J	<ul style="list-style-type: none"> • Readers orally respond to texts using 	How do readers respond to text?

and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to text.	words and phrases.	
Range of Reading	CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none">• Readers' participate meaningfully during group reading activities.	How do readers listen and respond to others appropriately?

Big Idea <i>Writing</i>	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Informative/ Explanatory	C.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	<ul style="list-style-type: none"> Writers combine drawing and writing to create informative/explanatory texts. 	How do authors use writing as a way to communicate?
Informative/ Explanatory-Focus	CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	<ul style="list-style-type: none"> Writers combine drawing, dictating, and writing to create a piece focused on one specific topic. 	How do authors develop the story, poem, song or nursery rhyme?
Informative/ Explanatory-Content	CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	<ul style="list-style-type: none"> Writers produce ideas and details to communicate information that relates to the chosen topic. 	How do authors organize their writing? How do the parts of a story work together?
Informative/ Explanatory-Organization	CC.1.4.K.D Make logical connections between drawing and dictation/writing.	<ul style="list-style-type: none"> Writers connect drawings and writing. 	How are drawings and writing related in a story?
Informative/ Explanatory-Style	CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	<ul style="list-style-type: none"> Writers illustrate with details. Writers write with descriptive words. 	How are drawings and writing related in a story?
Informative/ Explanatory- Conventions in Language	CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Writers capitalize first word in sentence and pronoun I. Writers recognize and use and punctuation. Writers spell simple words phonetically. Writers capitalize the names of people. 	What conventions do writers use when creating a piece of writing?
Opinion/ Argumentative	CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	<ul style="list-style-type: none"> Writers combine drawing and writing to compose opinion pieces on known topics. 	How do authors develop a piece of writing?
Opinion/ Argumentative-Focus	CC.1.4.K.H Form an opinion by choosing between two given	<ul style="list-style-type: none"> Writers form an opinion by choosing between two topics. 	How do authors chose what to write about?

	topics.		
Opinion/ Argumentative-Content	CC.1.4.K.I Support the opinion with reasons.	<ul style="list-style-type: none"> Writers support their opinion with reasons. 	Why do authors support their opinions with reasons?
Opinion/ Argumentative-Organization	CC.1.4.K.J Make logical connections between drawing and writing.	<ul style="list-style-type: none"> Writers connect drawings and writing. 	How are drawings and writing related in a story?
Opinion/ Argumentative Conventions in Language	CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Writers capitalize first word in sentence and pronoun I. Writers recognize and use end punctuation. Writers spell simple words phonetically. Writers capitalize the names of people. 	What conventions do writers use when creating a piece of writing?
Narrative	CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	<ul style="list-style-type: none"> Writers combine drawing and writing to create narratives that illustrate real or imagined experiences or events. 	How do authors use writing as a way to communicate?
Narrative-Focus	CC.1.4.K.N Establish “who” and “what” the narrative will be about.	<ul style="list-style-type: none"> Writers establish “who” the narrative will be about. Writers establish “what” the narrative will be about. 	What makes a good story?
Narrative- Content	CC.1.4.K.O Describe experiences and events.	<ul style="list-style-type: none"> Writers describe experiences and events in a narrative. 	How can you explain an experience you’ve had? How can you make your point?
Narrative- Organization	CC.1.4.K.P Recount 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.	<ul style="list-style-type: none"> Writers tell about the events in the order in which they occurred. Writers provide a reaction to the events that occurred. 	Why do authors sequence events in the order they take place? How can you get people to understand you?
Narrative-Conventions of Language	CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Writers capitalize first word in sentence and pronoun I. Writers recognize and use end punctuation. Writers spell simple words phonetically. Writers capitalize the names of people. 	What conventions do writers use when creating a piece of writing?
Production and	CC.1.4.K.T	<ul style="list-style-type: none"> Writers respond to questions and 	How can an author improve a story?

Distribution of Writing- Writing Process	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<p>suggestions about the writing.</p> <ul style="list-style-type: none"> Writers add details to strengthen the writing piece. 	How do you listen to people appropriately?
Conducting Research	CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	<ul style="list-style-type: none"> Writers research on a topic of interest. 	<p>What are ways authors can research topics of interest?</p> <p>Why do authors research topics of interest?</p>
Credibility, Reliability, and Validity of Sources	CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Writers recall information from experiences or gather information from provided sources to answer questions. 	Where can you get an idea for a story?
Range of Writing	CC.1.4.K.X Write routinely over short time frames.	<ul style="list-style-type: none"> Writers compose writings on a daily basis. 	Why is it important for authors to write daily?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Speaking and Listening</i>	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.		
Comprehension and Collaboration- Collaborative Discussion	CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	<ul style="list-style-type: none"> • Speakers/listeners participate in conversation during small group time. • Speakers/listeners participate in conversation during large group time. 	What makes a good listener?
Comprehension and Collaboration-Critical Listening	CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Speakers/listeners ask and answer questions about key details in a text read aloud. • Speakers/listeners ask and answer questions about orally presented information. 	What makes a good speaker? How should you behave when you are speaking to someone?
Comprehension and Collaboration- Evaluating Information	CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Speakers/listeners ask and answer questions for clarification. 	Why do speakers/listeners ask questions for clarification?
Presentation of Knowledge and Ideas- Purpose, Audience, and Task	CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	<ul style="list-style-type: none"> • Speakers/listeners speak clearly when sharing information. 	Why do speakers have to speak clearly when sharing information?
Presentation of Knowledge and Ideas- Context	CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Speakers/listeners speak clearly when expressing thoughts, feelings, and ideas. 	Why do speakers have to speak clearly when expressing thoughts, feelings and ideas?
Conventions of Standard English	CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	<ul style="list-style-type: none"> • Speakers/listeners show command of the conventions of Standard English when speaking. 	How do speakers speak with standard English conventions?

Big Ideas and Essential Skills Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Reading Skills	Grammar and Vocabulary Skills	Common Assessment(s)	Common Resource(s)
August/ September	The First 25 Days Friendly Faces	Foundational Skills Reading Literature Reading Informational Text	C.C.1.1.K.A-E C.C.1.2.K.A-L C.C.1.3.K.A-K	Rhyming/ Single Sounds Beginning Sounds Words in Oral Sentences Letter Recognition A-Z Letter Sounds for Mm and Ss High-Frequency Words Main Ideas Summarize Understanding Characters Infer and Predict Story Structure Monitor and Clarify Reading Fluently Text and Graphic Features Analyze and Evaluate Sequence of Events Question	Nouns for people, places, animals, and things/Classify and categorize family words/Rhyme/Synonyms /Environmental print/Action verbs in present tense.	Emerging Literacy Survey Progress Monitoring	<u>Daily 5: Fostering Literacy</u> <u>Independence in the Elementary Grades</u> , <u>Journeys</u> , Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Summer and Fall themed activities
October	Friendly Faces Show and Tell	Foundational Skills Reading Literature Reading Informational Text	CC.1.1.K.A-E C.C.1.2.K.A-L C.C.1.3.K.A-K	Finish Unit 1 Skills Letter Sounds for Aa, Tt, Cc, and Pp Blend onset and rime Segment onset and rime Blend phonemes High-Frequency Words Summarize Understanding Characters Story Structure Monitor and Clarify Reading Fluently	Finish Unit 1 Skills Rhyme/ Context Clues/ Sensory Words/ Classify and Categorize: sensory words, actions words, and shape words/ Adjectives for colors, numbers, shape, and size.	Unit 1 Benchmark Progress Monitoring Letter Naming Fluency	<u>Journeys</u> , Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall,

				Text and Graphic Features Analyze and Evaluate Question Compare and Contrast Details Visualize			Headsprout Fall themed activities
November	Show and Tell Outside My Door	Foundational Skills Reading Literature Reading Informational Text	C.C.1.1.K.A-E C.C.1.2.K.A-L C.C.1.3.K.A-K	Finish Unit 2 Skills Blend Phonemes Letter sounds for Aa, Nn, Ff, and Bb Final sounds Middle sounds Blending words High-Frequency Words Infer and predict Monitor and clarify Analyze and evaluate Sequence of events Visualize Compare and Contrast Question Conclusions Author's purpose Cause and effect	Finish Unit 2 Skills Sentence parts: subject and verb/Figurative language/Simile/Complete sentences and statements: capitalization and punctuation/Classify and categorize: color and number words./Verbs in past tense	Unit 2 Assessment Progress Monitoring Letter Naming Fluency	<u>Journeys</u> , Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Fall themed activities
December	Outside My Door The Polar Express	Foundational Skills Reading Literature Reading Informational Text	C.C.1.1.K.A-E C.C.1.2.K.A-L C.C.1.3.K.A-K	Finish Unit 3 Skills	Finish Unit 3 Skills	Unit 3 Benchmark Progress Monitoring	<u>Journeys</u> , Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall,

							Headsprout Winter themed activities
January	Let's Find Out	Foundational Skills Reading Literature Reading Informational Text	C.C.1.1.K.A-E C.C.1.2.K.A-L C.C.1.3.K.A-K	Letter sounds for Ii, Gg, Rr, and Dd Blending words Blend phonemes Middle sounds Segment phonemes High-frequency words Infer and predict Analyze and evaluate Sequence of events Visualize Question Conclusions Author's purpose Cause and effect Details Summarize	Classify and categorize science words/Proper nouns for people, pets, and places/Multiple-meaning words/Verbs in past, present, and future tense/Rhyme/Antonyms/Synonyms	Emerging Literacy Survey Progress Monitoring	<u>Journeys</u> , Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Winter themed activities
February	Let's Find Out Growing and Changing 100th Day Read Across America	Foundational Skills Reading Literature Reading Informational Text	C.C.1.1.K.A-E C.C.1.2.K.A-L C.C.1.3.K.A-K	Finish Unit 4 Skills Letter sounds for Oo, Xx, Jj, Ee, Hh, and Kk Blending, Segmenting, and Substituting phonemes High-frequency words Infer and predict Analyze and evaluate Sequence of events Visualize Conclusions Summarize Understanding characters Story structure Monitor and clarify Text and graphic features	Finish Unit 4 Skills Multiple-meaning words/Antonyms/Pronouns: he, she, we, they, it, and I/Proper nouns for days and months/Context clues/Questions and exclamations: capitalization and punctuation/Classify and categorize: describing words and seasons	Unit 4 Assessment Progress Monitoring	<u>Journeys</u> , Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Winter themed activities

March	<p>Growing and Changing</p> <p>Look At Us</p> <p>Read Across America</p>	<p>Foundational Skills</p> <p>Reading Literature</p> <p>Reading Informational Text</p>	<p>C.C.1.1.K.A-E</p> <p>C.C.1.2.K.A-L</p> <p>C.C.1.3.K.A-K</p>	<p>Finish Unit 5 Skills</p> <p>Letter sounds for Uu, Ll, Ww, Vv, Zz, Yy, Qq</p> <p>Track Syllables</p> <p>Words with -s and -ing</p> <p>Substitute phonemes</p> <p>Blending words</p> <p>High-frequency words</p> <p>Infer and predict</p> <p>Summarize</p> <p>Visualize</p> <p>Understanding characters</p> <p>Story Structure</p> <p>Monitor and clarify</p> <p>Cause and effect</p> <p>Question</p> <p>Compare and contrast</p> <p>Main idea and details</p>	<p>Finish Unit 5 Skills</p> <p>Antonyms/Context clues/Nouns: singular and plural/Environmental print/Subject-verb agreement: past, present, and future/Classify and categorize</p> <p>places/Figurative language/Prepositions: for, to, with, in, on, up, and out</p>	<p>Unit 5 Benchmark</p> <p>Progress Monitoring</p>	<p><u>Journeys</u>, Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Spring themed activities</p>
April	Look At Us	<p>Foundational Skills</p> <p>Reading Literature</p> <p>Reading Informational Text</p>	<p>C.C.1.1.K.A-E</p> <p>C.C.1.2.K.A-L</p> <p>C.C.1.3.K.A-K</p>	Finish Unit 6 Skills	Finish Unit 6 Skills	Progress Monitoring	<p><u>Journeys</u>, Book room resources, Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Spring themed activities</p>
May/June	Reading Adventures	Foundational Skills	<p>C.C.1.1.K.A-E</p> <p>C.C.1.2.K.A-L</p>	Long vowel sounds		Emerging Literacy Survey	<p><u>Journeys</u>, Book room resources,</p>

		Reading Literature	C.C.1.3.K.A-K				Cathy Feldman materials, Teachers pay Teachers, Harcourt materials, Pinterest, Hubbard's cupboard, Old series decodable readers, Starfall, Headsprout Spring\Summer themed activities
		Reading Informational Text					