



GRANITE SCHOOL DISTRICT
Kindergarten Grade ELA Core Curriculum Maps at a Glance

QUARTER 1

READING LITERATURE – Key Indicators

RL 1. With prompting and support, ask and answer questions about key details in a text.

RL 7. With prompting and support, describe the relationship between illustrations and the story in which they appear

READING INFORMATIONAL – Key Indicators

RI 1. With prompting and support, ask and answer questions about key details in a text.

RI 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).

READING FOUNDATIONAL SKILL – Key Indicators

RF 1. Demonstrate understanding of the organization and basic features of print.

RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

WRITING – Key Indicators

W 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.

Additional Indicators

W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (L 2 is also a component when determining proficiency).

W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups (SL 2 is also a component when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 2

READING LITERATURE – Key Indicators

RL 2. With prompting and support, identify the main topic and retell key details of a text.

RL 3. With prompting and support, identify characters, settings, and major events in a story.

READING INFORMATIONAL – Key Indicators

RI 2. With prompting and support, ask and answer questions about key details in a text.

RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI 5. Identify the front cover, back cover, and title page of a book.

READING FOUNDATIONAL SKILL – Key Indicators

RF 1. Demonstrate understanding of the organization and basic features of print.

RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

WRITING – Key Indicators

W 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.

Additional Indicators

W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (L 2 is also a component when determining proficiency).

W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups (SL 2 is also a component when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

RL 5. Recognize common types of texts (e.g., storybooks, poems).

RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

READING INFORMATIONAL – Key Indicators

RI 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 8. With prompting and support, identify the reasons an author gives to support points in a text.

RI 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).

READING FOUNDATIONAL SKILL – Key Indicators

RF 1. Demonstrate understanding of the organization and basic features of print.

RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

WRITING – Key Indicators

W 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.

Additional Indicators

W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (L 2 is also a component when determining proficiency).

W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL 5, SL 6, and L 1 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

RL 5. Recognize common types of texts (e.g., storybooks, poems).

RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

READING INFORMATIONAL – Key Indicators

RI 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 8. With prompting and support, identify the reasons an author gives to support points in a text.

RI 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).

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W 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.

Additional Indicators

W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (L 2 is also a component when determining proficiency).

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