# 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

**Print Concepts**

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

**Phonological Awareness**

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

**Phonics and Word Knowledge**

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

**Fluency**

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

### WRITING – Key Indicators

**Text Types and Purposes**

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

**Comprehension and Collaboration**

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 – Key Indicators

**Conventions of English Language**

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).
<table>
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<th>QUARTER 2</th>
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<td><strong>READING LITERATURE – Key Indicators</strong></td>
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<td>RL 2. With prompting and support, identify the main topic and retell key details of a text.</td>
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<tr>
<td>RL 3. With prompting and support, identify characters, settings, and major events in a story.</td>
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| **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** |
| Print Concepts |
| RF 1. Demonstrate understanding of the organization and basic features of print. |
| Phonological Awareness |
| RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Phonics and Word Knowledge |
| RF 3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Fluency |
| RF 4. Read emergent-reader texts with purpose and understanding. |

| **WRITING – Key Indicators** |
| Text Types and Purposes |
| 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** |
| Comprehension and Collaboration |
| 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 – Key Indicators** |
| Conventions of English Language |
| 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

**Print Concepts**

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

**Phonological Awareness**

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

**Phonics and Word Knowledge**

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

**Fluency**

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

### WRITING – Key Indicators

**Text Types and Purposes**

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

**Presentation of Knowledge and Ideas**

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 – Key Indicators

**Conventions of English Language**

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).

**READING FOUNDATIONAL SKILL – Key Indicators**

*Print Concepts*

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

*Phonological Awareness*

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

*Phonics and Word Knowledge*

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

*Fluency*

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

**WRITING – Key Indicators**

*Text Types and Purposes*

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**

*Presentation of Knowledge and Ideas*

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 – Key Indicators**

*Conventions of English Language*

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).