

ELA Essential Elements - Kindergarten  
Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments	Text Examples
1 <sup>st</sup> Quarter	I can identify the characters and setting.  I can identify major events and details from a story.	EE.RL.K.1-3- With guidance and support, identify characters, setting, details, and major events in familiar stories.	-Sort characters and setting to the text.  -Use visuals to identify major events and details.	Literature text examples:  The Kissing Hand  Pout Pout Fish Goes to School  Pete the Cat Rocking in my School Shoes  The Little Red Hen
	I can identify the difference between words and illustrations.  I can find a word that is new to me.	EE.RL.K.4-6- With guidance and support, indicate an unknown word in a text, identify the difference between words and illustrations, and recognize familiar texts.	-Sort words and illustrations.  -Use highlighter tape to find a new to me word.	
	I can match illustrations to the beginning, middle, and end of the text.	EE.RL.K.7/9-With guidance and support, identify illustrations or objects that go with a text and identify the adventures/experiences of a character in a familiar story.	-Sort pictures in a beginning, middle, and end chart.	
	I can participate in shared reading with my teacher.	EE.RL.K.10-engage in shared reading	-Use a core vocabulary chart to participate in shared reading.	
	I can pick an event and draw or write about it.	EE.W.K.3- With guidance and support, select an event and use drawing, dictating or writing to share about it.	-Given different pictures of events students will draw or write about it. (may need to use an aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list)	

2 <sup>nd</sup> Quarter	I can identify a detail in an informational text.  I can identify the topic in an informational text.	EE.RI.K.1-With guidance and support, identify a detail in a familiar text.  EE.RI.K.2-With guidance and support, identify the topic of a familiar text.	-Match the topic and details for each text.	<p>Informational Text Resources to support your Science or Social Studies topics...</p> <p>Create a free account on GetEpic.com to have access to free books.</p> <p>-5 Senses</p> <p>-Books on each sense</p> <p>-Thanksgiving</p> <p>-Fall</p> <p>-Books on animals or places</p>
	I can match people, events, or details to an informational text.	EE.RI.K.3-With guidance and support, identify individuals, events, or details in a familiar informational text.	-Use visuals to identify people, major events and details.	
	I can find a new to me word in an informational text.  I can touch the front cover of a book. I can sort words and illustrations from informational texts.	EE.RI.K.4-6-With guidance and support, -identify an unknown word in a text -identify the front cover of a book -identify words and illustrations in informational text	-Use highlighter tape to find a new to me word. -Touch the cover of books.  -Sort words and illustrations.	
	I can match illustrations to the correct text.  I can match the author's point to the correct text.  I can sort similar information from two different books on the same topic.	EE.RI.K.7-9- With guidance and support, -identify illustrations or objects/tactile information that goes with a familiar text -identify points the author makes -match similar parts of two texts on the same topic	-Sort illustrations to the correct informational topic. -Sort the author's point to the text. -Given the picture of each book students will sort information (phrases on post it's with visual) on the same topic to the correct text.	
	I can participate in shared reading with my teacher.	EE.RI.K.10- Engage in shared reading of an informational text.	-Use a core vocabulary chart to participate in shared reading.	
	I can pick a topic and draw or write to share information about the topic.	EE.W.K.2-With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.  EE.W.K.6- With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	-Given different pictures of informational topics, students will draw or write about it (may need to use an aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list)  -In kindergarten you may want to do a group writing using a smart board, power point, or book creator digital tool to explore these tools with students.	

3 <sup>rd</sup> Quarter	I can identify the characters and setting.  I can identify major events and details from a story.	EE.RL.K.1-3- With guidance and support, identify characters, setting, details, and major events in familiar stories.	-Sort characters and setting to the text.  -Use visuals to identify major events and details.	Literature text examples:  Jabari Jumps  Jabari Tries  I Wrote You A Note  Our Favorite Day of the Year
	I can identify the difference between words and illustrations.  I can find a word that is new to me.	EE.RL.K.4-6- With guidance and support, indicate an unknown word in a text, identify the difference between words and illustrations, and recognize familiar texts.	-Use highlighter tape to find a new to me word.  -Sort words and illustrations.	
	I can match illustrations to the beginning, middle, and end of the text.	EE.RL.K.7/9-With guidance and support, identify illustrations or objects that go with a text and identify the adventures/experiences of a character in a familiar story.	-Sort pictures in a beginning, middle, and end chart.	
	I can participate in shared reading with my teacher.	EE.RL.K.10-engage in shared reading	-Use a core vocabulary chart to participate in shared reading.	
	I can pick an event and draw or write about it.  I can pick a topic or book to draw or write my opinion about it.	EE.W.K.3- With guidance and support, select an event and use drawing, dictating or writing to share about it.  EE.W.K.8- With guidance and support from adults, identify information, objects, or events that relate to personal experiences.  EE.W.K.1-With guidance and support, select a topic or book and use a drawing, dictating or writing to state an opinion about it.	-Given different pictures of events students will draw or write about it. (may need to use an aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list)  -Have families send in a collage of pictures for students to use to write about personal experiences. Or you may use a shared experience from class (blowing bubbles, making popcorn- something memorable).  -Give students a fill in the blank template to write a letter to a friend or family member.  -Opinion writing sentence starter; I like or I do not or did not like (give visuals of topics and books read in class).	

4 <sup>th</sup> Quarter	I can identify a detail or details in an informational text. I can identify the topic in an informational text.	EE.RI.K.1-With guidance and support, identify a detail in a familiar text. EE.RI.K.2-With guidance and support, identify the topic of a familiar text.	-Match the topic and details for each text.	Information Text Examples:  Living Things and Nonliving Things  Everything Spring  Anywhere Farm  Seed School
	I can match people, events, or details to an informational text.	EE.RI.K.3-With guidance and support, identify individuals, events, or details in a familiar informational text.	-Use visuals to identify people, major events and details.	
	I can find a new to me word in an informational text. I can touch the front cover of a book. I can sort words and illustrations from informational texts.	EE.RI.K.4-6-With guidance and support, -identify an unknown word in a text -identify the front cover of a book -identify words and illustrations in informational text	-Use highlighter tape to find a new to me word. -Touch the cover of books. -Sort words and illustrations.	
	I can match illustrations to the correct text. I can match the author's point to the correct text. I can sort similar information from two different books on the same topic.	EE.RI.K.7-9- With guidance and support, -identify illustrations or objects/tactile information that goes with a familiar text -identify points the author makes -match similar parts of two texts on the same topic	-Sort illustrations to the correct informational topic. -Sort the author's point to the text. -Given the picture of each book students will sort information (phrases on post it's with visual) on the same topic to the correct text.	
	I can participate in shared reading with my teacher.	EE.RI.K.10- Engage in shared reading of an informational text.	-Use a core vocabulary chart to participate in shared reading.	
	I can pick a topic and draw or write to share information about the topic.  I can pick a topic to draw or write my opinion about it.	EE.W.K.2-With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.  EE.W.K.7- With guidance and support, participate in shared research and writing objects.  EE.W.K.1-With guidance and support, select a topic or book and use a drawing, dictating or writing to state an opinion about it.	-Given different pictures of informational topics, students will draw or write about it. Students can make lists (can be made with visuals) or a report (whole group) (may need to use an aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list)  -Use informational texts on the same topic to research and write about together-interactive chart writing might be useful for this.  -Opinion writing sentence starter; I like or I do not like (give visuals of topics read in class).	

Embedded throughout the year:

**Print Concept Essential Elements:**

EE.RF.K.1- Demonstrate emerging understanding of the organization of print.

- a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
- b. Not applicable.
- c. Not applicable.
- d. Not applicable.

**Phonological Awareness Essential Elements:**

EE.RF.K.2-Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).

- a. With guidance and support, recognize rhyming words.
- b. With guidance and support, recognize the number of words in a spoken message.
- c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- d. Not applicable.
- e. Not applicable.

**Phonics and Word Recognition Essential Elements:**

EE.RF.K.3- Demonstrate emerging awareness of print.

- a. With guidance and support, recognize first letter of own name in print.
- b. Not applicable.
- c. With guidance and support, recognize environmental print.
- d. Not applicable.

**Fluency Essential Elements:**

EE.RF.K.4- Engage in purposeful shared reading of familiar text.

**Speaking and Listening Essential Elements:**

EE.SL.K.1- Communicate with adults or peers; exchange in multiple turn communication exchanges with support from adults.

EE.SL.K.2- Answer questions about a text that is read orally or presented through a video/online reading.

EE.SL.K.3-Ask for help when needed.

EE.SL.K.4- With guidance and support, identify familiar people, places, things, and events.

EE.SL.K.5-With guidance and support, select drawings or other visual/tactual displays that relate to familiar people, places, things, and events.

EE.SL.K.6- With guidance and support, communicate thoughts, feeling, and ideas.

Examples to support the Speaking and Listening EE's:

-Use of communication board, comprehension questions with visual answer choices, help visual for emerging communicators, visuals of familiar people, place, things, events in school (teachers, library, cafeteria, gym, books, school supplies, events that happen at school), visuals of things that happen at those events or items you need for lunch/PE, visual of emotions for students to touch or say during Morning Meeting, cool down area with visuals.

### **Conventions of Standard English Essential Elements:**

EE.L.K.1- Demonstrate emerging understanding of letter and word use...

- Distinguish between letters and other symbols or shapes
- Use frequently occurring nouns in communication (people, places, things – use visuals of places at school if needed)
- Use frequently occurring plural nouns (use visual pictures (dog/dogs) for students to match or verbally say the plural noun)
- identify answers to simple questions (who, what) from an array of choices
- demonstrate an understanding of common prepositions (on, off, in, out)
- link two or more word together in communication (use core vocabulary board for emerging communicators)

### **Vocabulary Acquisition and Use Essential Elements:**

EE.L.K.4- Demonstrate emerging knowledge of word meanings; with guidance and support, demonstrate understanding of words used in every day routines (words used in your routines at school/home).

EE.L.K.5- Demonstrate emerging understanding of word relationships...

- sort common objects into familiar categories
- demonstrate an understanding of frequently occurring opposites (on/off, hot/cold, light/dark)
- use words to communicate in real-life situations
- demonstrate an understanding of common verbs (at recess; walk, run, jump, crawl)

EE.L.K.6- With guidance and support use words acquired through conversations, being read to, and during shared reading activities.