

CPSD ELA: Grade K Curriculum

Word Study: Phonological Awareness and Phonics	Writing and Language/Grammar	Shared Reading	Read Aloud (with explicit vocabulary instruction)	Oral Language
RF.K.1.B RF.K.1.D RF.K.2.A RF.K.2.B RF.K.2.C RF.K.2.D RF.K.2.E RF.K.3.A RF.K.3.B RF.K.3.C RF.K.3.D RF.K.3.E L.K.1.H L.K.2.D	RF.K.1.B RF.K.1.C W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8 W.K.10 SL.K.5 L.K.1 L.K.2	RL.K.1; RI.K.1 RL.K.2; RI.K.2 RL.K.3; RI.K.3 RL.K.4; RI.K.4 RL.K.5; RI.K.5 RL.K.6; RI.K.6 RL.K.7; RI.K.7 RL.K.8; RI.K.8 RL.K.10; RI.K.10 RF.K.1.A RF.K.1.B RF.K.1.C W.K.7 W.K.8 SL.K.1 SL.K.2 SL.K.3 L.K.4 L.K.6	RL.K.1; RI.K.1 RL.K.4; RI.K.4 SL.K.1 L.K.4 L.K.4.A L.K.4.B L.K.5 L.K.5.A L.K.5.B L.K.5.C L.K.5.D L.K.6	SL.K.1 SL.K.1.A SL.K.1.B SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.6

Kindergarten Standards for ELA

Reading Standards for Literature and Informational Texts

- RL.K.1 With prompting and support, ask and answer questions about key details in the 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 With prompting and support, 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.
- RL.K.9 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.
- 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 individuals, events, ideas, or information in a text.
- RI.K.4 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.
- RI.K.8 With prompting and support, identify the details an author gives to support points in a text.
- RI.K.9 With prompting and support, identify the basic similarities and differences between two texts on the same topic.
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Standards for Foundational Skills

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.4 Read grade-appropriate texts with purpose and understanding.

Writing Standards

- 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.
- 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

- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.K.10 Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics/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 Standards

- 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.
- L.K.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

CPSD Learning Indicators

Reading of Literature and Informational Texts

- I can answer questions about what I read.
- I can ask questions about what I read.
- I can retell a story.
- I can name the characters, setting, and events in a story.
- I can name the author and illustrator of a story.
- I can describe what an author and illustrator do.
- I can match illustrations with parts of a story.
- I can name the main topic of a text.
- I can locate the front cover, back cover, and title page of a book.
- I can tell how texts are alike and different.

Foundational Skills

- I can follow words from left to right, top to bottom, and page to page.
- I can use words to write what I say.
- I can use letters to write words.
- I can use spaces to separate words in a sentence.
- I can recognize and name all uppercase and lowercase letters.
- I can recognize and produce rhyming words.
- I can say the initial (beginning) sound in a CVC word.
- I can say the medial vowel sound in a CVC word.
- I can say the final sound in a CVC word.
- I can add a sound (phoneme) to a word to make a new word.
- I can delete a sound (phoneme) to a word to make a new word.
- I can count, pronounce, blend, and segment the number of syllables in a word.
- I can blend sounds to make a word or nonsense word. (blend phonemes as well as blend onset/rime)
- I can substitute a sound (phoneme) in a word to make a new word.
- I can use what I know about letters and sounds to read words. (CVC words and open and closed one-syllable words)
- I can read some words by sight. (refer to list)

Writing, Language, and Speaking/Listening

- I can write to share my opinion.
- I can write to share information.
- I can write to share a story.
- I can write a complete sentence. (including a statement and a question)
- I can identify the subject of a sentence. (limited to statements)
- I can work with others to make my writing better.
- I can listen carefully and speak clearly to participate in a conversation with others.
- I can speak clearly to share my thoughts, feelings, questions, and ideas with others.

- I can use singular and plural nouns correctly when I speak and write. (more than one - plural)
- I can capitalize the word "I".
- I can capitalize the first word of a sentence.
- I can capitalize someone's name.
- I can use the correct punctuation at the end of a sentence. (. and ?)
- I can learn and use new words when I speak and write.
- I can print all uppercase and lowercase letters legibly.

ELA	Reading, Writing, Language, Speaking, and Listening	Grade Level	K	Dates	Quarter 1
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CPSD Learning Indicators

- I can answer questions about what I read.
- I can ask questions about what I read.
- I can retell a story.
- I can name the characters, setting, and events in a story.
- I can name the author and illustrator of a story and describe what they do.
- I can match illustrations with parts of a story.
- I can locate the front cover, back cover, and title page of a book.
- I can follow words from left to right, top to bottom, and page to page.
- I can use words to write what I say.
- I can use letters to write words.
- I can recognize and name all uppercase and lowercase letters.
- I can learn sounds.
- I can recognize and produce rhyming words.
- I can say the initial (beginning) sound in a CVC word.
- I can count, pronounce, blend, and segment syllables in a word. (Standard is limited to the highlighted context for first quarter.)
- I can write to share my thoughts (using a combination of drawing, dictating, and/or writing).
- I can write to share my opinion.
- I can work with others to make my writing better.
- I can participate in a conversation with others.
- I can speak clearly to share my thoughts, feelings, questions, and ideas with others.
- I can capitalize the word "I".
- I can capitalize the first word of a sentence.
- I can capitalize someone's name.
- I can use the correct punctuation at the end of a sentence. (. and ?)
- I can learn and use new words.
- I can print all uppercase and lowercase letters legibly.

***All learning indicators listed should be explicitly taught and modeled throughout the quarter; however, the learning Indicators that are highlighted will be assessed first quarter.**

ELA	Reading, Writing, Language, Speaking, and Listening	Grade Level	K	Dates	Quarter 2
CPSD Learning Indicators					
<ul style="list-style-type: none"> ● I can answer questions about what I read. ● I can ask questions about what I read. ● I can retell a story. ● I can name the characters, setting, and events in a story. ● I can name the author and illustrator of a story. ● I can describe what an author and illustrator do. ● I can match illustrations with parts of a story. ● I can name the main topic of a text. ● I can locate the front cover, back cover, and title page of a book. ● I can follow words from left to right, top to bottom, and page to page. ● I can tell how texts are alike and different. ● I can use words to write what I say. ● I can use letters to write words. ● I can recognize and name all uppercase and lowercase letters. ● I can learn sounds. ● I can recognize and produce rhyming words. ● I can say the initial (beginning) sound in a CVC word. ● I can say the final sound in a CVC word. ● I can add a sound (phoneme) to a word to make a new word. ● I can count, pronounce, blend, and segment syllables in a word.. ● I can blend sounds to make a word or nonsense word. (blend phonemes as well as blend onset/rime) ● I can read some words by sight. (is, has, of, the) ● I can write to share my thoughts (using a combination of drawing, dictating, and/or writing). ● I can write to share my opinion. ● I can write to share information. ● I can write to share a story. ● I can write a complete sentence. (including a statement and a question) ● I can identify the subject of a sentence. (limited to statements) ● I can work with others to make my writing better. ● I can participate in a conversation with others. ● I can speak clearly to share my thoughts, feelings, questions, and ideas with others. ● I can use singular and plural nouns correctly when I speak and write. (more than one - plural) ● I can capitalize the word "I". ● I can capitalize the first word of a sentence. ● I can capitalize someone's name. 					

- I can use the correct punctuation at the end of a sentence. (. and ?)
- I can learn and use new words.
- I can print all uppercase and lowercase letters legibly.

***All learning indicators listed should be explicitly taught and modeled throughout the quarter; however, the learning Indicators that are highlighted will be assessed second quarter.**

ELA	Reading, Writing, Language, Speaking, and Listening	Grade Level	K	Dates	Quarter 3
CPSD Learning Indicators					
<ul style="list-style-type: none"> ● I can answer questions about what I read. ● I can ask questions about what I read. ● I can retell a story. ● I can name the characters, setting, and events in a story. ● I can name the author and illustrator of a story. ● I can describe what an author and illustrator do. ● I can match illustrations with parts of a story. ● I can name the main topic of a text. ● I can locate the front cover, back cover, and title page of a book. ● I can follow words from left to right, top to bottom, and page to page. ● I can tell how texts are alike and different. ● I can use words to write what I say. ● I can use letters to write words. ● I can recognize and name all uppercase and lowercase letters. ● I can use sounds to help me read and write words. ● I can recognize and produce rhyming words. ● I can say the initial (beginning) sound in a CVC word. ● I can say the medial vowel sound in a CVC word. ● I can say the final sound in a CVC word. ● I can add a sound (phoneme) to a word to make a new word. ● I can delete a sound (phoneme) to a word to make a new word. ● I can count, pronounce, blend, and segment syllables in a word. ● I can blend sounds to make a word or nonsense word. (blend phonemes as well as blend onset/rime) ● I can use what I know about letters and sounds to read words. (CVC words and open and closed one-syllable words) ● I can read some words by sight. (is, has, of, the, went, with, see, you, for, said, no, come, here, are, look, like, put, want, they) ● I can write to share my thoughts (using a combination of drawing, dictating, and/or writing). ● I can write to share my opinion. ● I can write to share information. ● I can write to share a story. ● I can write a complete sentence. (including a statement and a question) ● I can identify the subject of a sentence. (limited to statements) ● I can work with others to make my writing better. ● I can participate in a conversation with others. ● I can speak clearly to share my thoughts, feelings, questions, and ideas with others. ● I can use singular and plural nouns correctly when I speak and write. (more than one - plural) 					

- I can capitalize the word “I”.
- I can capitalize the first word of a sentence.
- I can capitalize someone’s name.
- I can use the correct punctuation at the end of a sentence. (. and ?)
- I can learn and use new words.
- I can print all uppercase and lowercase letters legibly.

***All learning indicators listed should be explicitly taught and modeled throughout the quarter; however, the learning indicators that are highlighted will be assessed for the report card on the third quarter.**

ELA	Reading, Writing, Language, Speaking, and Listening	Grade Level	K	Dates	Quarter 4
CPSD Learning Indicators					
<ul style="list-style-type: none"> ● I can answer questions about what I read. ● I can ask questions about what I read. ● I can retell a story. ● I can name the characters, setting, and events in a story. ● I can name the author and illustrator of a story. ● I can describe what an author and illustrator do. ● I can match illustrations with parts of a story. ● I can name the main topic of a text. ● I can locate the front cover, back cover, and title page of a book. ● I can follow words from left to right, top to bottom, and page to page. ● I can tell how texts are alike and different. ● I can use words to write what I say. ● I can use letters to write words. ● I can use sounds to help me read and write words. ● I can use spaces to separate words in a sentence. ● I can recognize and name all uppercase and lowercase letters. ● I can recognize and produce rhyming words. ● I can say the initial (beginning) sound in a CVC word. ● I can say the medial vowel sound in a CVC word. ● I can say the final sound in a CVC word. ● I can add a sound (phoneme) to a word to make a new word. ● I can delete a sound (phoneme) to a word to make a new word. ● I can count, pronounce, blend, and segment syllables in a word. ● I can blend sounds to make a word or nonsense word. (blend phonemes as well as blend onset/rime) ● I can use what I know about letters and sounds to read words. (CVC words and open and closed one-syllable words) ● I can read some words by sight. (is, has, of, the, went, with, see, you, for, said, no, come, here, are, look, like, put, want, they, saw, good, do, my, to, there) ● I can write to share my thoughts (using a combination of drawing, dictating, and/or writing). ● I can write to share my opinion. ● I can write to share information. ● I can write to share a story. ● I can write a complete sentence. (including a statement and a question) ● I can identify the subject of a sentence. (limited to statements) ● I can work with others to make my writing better. ● I can participate in a conversation with others. 					

- I can speak clearly to share my thoughts, feelings, and ideas with others.
- I can use singular and plural nouns correctly when I speak and write. (more than one - plural)
- I can capitalize the word "I".
- I can capitalize the first word of a sentence.
- I can capitalize someone's name.
- I can use the correct punctuation at the end of a sentence. (. and ?)
- I can learn and use new words.
- I can print all uppercase and lowercase letters legibly.

***All learning indicators listed should be explicitly taught and modeled throughout the quarter; however, the learning Indicators that are highlighted will be assessed fourth quarter.**