

DRAFT

### What are the Listening and Learning Domains?

Beyond the necessary mastery of basic decoding skills, the ability to comprehend what is read is very much dependent upon both language and content knowledge. General language competence along with domain-specific knowledge and vocabulary are essential if students are to understand the words and sentences they are decoding.

The Listening and Learning Strand lessons, comprised of read-alouds and oral language exercises, build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. At each grade level, approximately 150 lessons are divided into 12 domains. Each domain is dedicated to a particular topic or theme and consists of read-alouds that the teacher shares with students in a large group setting over the course of 10-15 days of instruction. In alignment with the Common Core Standards, the topics addressed in these domains go well beyond standard kindergarten language arts fare and include important historical and scientific content.

The Listening and Learning read-alouds allow students to build cumulative knowledge and vocabulary about a specific domain both within and across grade levels. Content Specific Objectives and Language Arts Objectives are identified for every domain and every lesson. While most of the read-alouds have been written and illustrated specifically for the Core Knowledge Language Arts program, topic-specific trade book titles are also an integral part of each domain.

**Each domain includes student outcomes that address, in an ongoing fashion, the following NYSP12 ELA standards:**

**Reading Standards:** RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RL.K.11

**Writing Standards:** W.K.1, W.K.5, W.K.7, W.K.11

**Speaking and Listening Standards:** SL.K.1, SL.K.2, SL.K.4, SL.K.6

**Language Standards:** L.K.1, L.K.4, L.K.5, L.K.6

### Domain 1: Nursery Rhymes and Fables

This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn classic rhymes like "Twinkle, Twinkle, Little Star," "Baa, Baa, Black Sheep," and "Hickory, Dickory, Dock," as well as classic characters such as Humpty Dumpty and Little Miss Muffet. Mother Goose and other traditional poems help students learn vocabulary and build phonemic awareness. By listening carefully to nursery rhymes and repeating or reciting them from memory, students develop an awareness of language that will help them become better readers and writers. Because nursery rhymes are fun and involve everyday activities, kindergarten students can relate to them.

Students will also be listening to some well-known fables, a type of literature that teaches morals, or important lessons. Listening to fables will help students learn the elements of this genre and begin to develop an understanding of different types of literature, as well as learn new vocabulary words. Reading fables to kindergarten students may also stimulate class discussion of values, ethics, and behavior.

**Key Standards:** RL.K.9, RF.K.1.a, W.K.3

**Central Texts: \*\*\*All texts in this domain are in the public domain or are Core Knowledge adaptations\*\*\***

*Roses Are Red; Ring Around the Rosie; Rain, Rain, Go Away; It's Raining, It's Pouring; Jack Be Nimble; Little Jack Horner; Jack and Jill; Little Miss Muffet; This Little Pig Went to Market; Star Light, Star Bright; Twinkle, Twinkle, Little Star; Hickory, Dickory, Dock; Diddle, Diddle, Dumpling; There Was a Little Girl; Little Bo Peep; Little Boy Blue; Baa, Baa, Black Sheep; One, Two, Buckle My Shoe; Humpty Dumpty; The Lion and the Mouse; The Dog and His Reflection; The Hare and the Tortoise.*

**Domain 2: The Five Senses**

The color of the sky, the sound of a dog barking, the scent of a rose, the taste of chocolate cake, the feel of a cool breeze—everything that we know about the world comes to us through our five senses. Humans gather information about their environment through the use of sight, hearing, smell, taste, and touch. Each of the five senses responds to specific stimuli in the world around us, and each uses a unique part of the body to take in information. This domain will be the first of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to focus on making observations and then use language to describe these observations, both of which are key skills in the scientific process.

Later lessons will also address what happens if the senses of sight and hearing do not function properly. Students will learn about devices that scientists have invented to both supplement senses that are not working properly and to augment normal sight and hearing. Students will also hear inspirational stories about the lives of two individuals, Ray Charles and Helen Keller, who overcame very significant challenges posed by disabilities related to sight and hearing. They will also listen to two amusing fictional read alouds— Seven Blind Mice and The Thing That Bothered Farmer Brown—in which their understanding of the five senses will be key to understanding the humor of the stories.

**Key Standards:** RI.K.1 through RI.K.10, W.K.2, W.K.3, W.K.6, W.K.8, SL.K.5

**Central Texts: \*\*\*All texts in this domain are Core Knowledge original works\*\*\***

*My Senses Are Amazing; The Sense of Sight; The Sense of Hearing; The Sense of Smell; The Sense of Taste; The Sense of Touch; Ray Charles; Helen Keller; Nearsighted, Farsighted; The Thing That Bothered Farmer Brown; Super Senses*

**Domain 3: Stories**

This domain will introduce your students to classic stories that have been favorites with children for generations. Your students will become familiar with stories like “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians.” They will meet memorable characters like Goldilocks and Henny Penny. Students will also learn about trickster tales and how tall tales stretch the truth about real people’s lives. In addition, two classic stories—“Momotaro: Peach Boy” (a Japanese folktale) and “The Story of Jumping Mouse” (a Native American legend)—will help students develop an appreciation for fiction from other cultures.

By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story including characters, plot, and setting. This domain will help students develop an awareness of language to help them become both better writers and readers. Kindergarten students will really connect with these stories, not only because the stories are fun, but also because they involve timeless lessons and values.

**Key Standards:** RL.K.6, RL.K.9, RF.K.1.a, RF.K.2.c & d, RF.K.3.a, b& d, SL.K.1.c

**Central Texts: \*\*\*All texts in this domain are Core Knowledge original works\*\*\***

*Chicken Little; The Three Little Pigs; The Three Billy Goats Gruff; The Wolf and the Seven Little Kids; The Bremen Town Musicians; Momotaro: Peach Boy; The Story of Jumping Mouse, Part I; The Story of Jumping Mouse, Part II; Goldilocks and the Three Bears; Tug-of-War; How Many Spots Does a Leopard Have?*

#### Domain 4: Plants

There are millions of living things on earth. Scientists classify these living things into groups called kingdoms. Plants make up one kingdom in this classification system. Over 350,000 species of highly diverse plants are found in almost every part of the earth. By listening to the read-alouds in this domain, your students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (Farms and Taking Care of the Earth), as well as in subsequent grades.

**Key Standards:** RF.K.2.a,b,&c, RF.K.3.a,b,&c, L.K.2.c&d,L.K.5.a

**Central Texts: \*\*\*All texts in this domain are Core Knowledge original works\*\*\***

*Introduction to Plants; Plant Parts; The Life Cycle of a Plant; The Gigantic Turnip; Polly the Honeybee's Flower Tour; The Fruits of Polly's Labor; Johnny Appleseed; Deciduous Trees; Evergreen Trees; Interesting Plants and Plant Facts; Plants and People; George Washington Carver*

#### Domain 5: Farms

This domain will introduce your students to several farm animals as well as to crops that are grown on farms. Your students will learn how the needs of farm animals are met by farmers. If you have already taught the Plants domain, students will make the connection that—just as plants do—animals also need food, water, and space to live and grow. Students will be able to contrast how plants make their own food, while animals get their food from eating plants or other living things. Students will understand the importance of farms as the source of food and other products used by people. Your students will also become familiar with the classic story *The Little Red Hen*, which will introduce the seasonal rhythm of planting, growing, and harvesting. Reading this story to kindergarten students may also stimulate class discussion of helping out and doing their part to reap the benefits of a reward.

**Key Standards:** RI.K.8, RI.K.9, RF.K.1 a, b & c, RF.K.3, RF.K.4, SL.K.5, L.K.2 c & d

**Central Texts: \*\*\*All texts in this domain are Core Knowledge original works\*\*\***

*Old MacDonald Has a Farm; With a Moo, Moo Here ; And a Cluck, Cluck ; Here an Oink, There an Oink ; Everywhere a Baa, Baa ; All Kinds of Crops; The Little Red Hen; The Seasons of Farming; From Farm to Market; Modern Agriculture*

**See also, Kindergarten ELA Curriculum Map: Skills Strand****Domain 6: Kings and Queens**

In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and non-fiction selections will build the students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including King Midas and the Golden Touch, Cinderella, and Snow White and the Seven Dwarfs.

In addition to the selections in this particular domain, your students will also meet various kings and queens in the context of other read-alouds in the Core Knowledge Language Arts Kindergarten materials. When possible, we recommend that your students hear the read-alouds about kings and queens first, followed by those about Columbus and the Pilgrims. This will provide them a rich contextual background for even greater understanding of the read-alouds in the Colonial Towns and Townspeople domain, which describe life in colonial America. Over the course of these domains, students will begin to acquire a critical foundation for understanding different forms of government and specific historical events, such as the American Revolution, which they will encounter in later grades.

**Key Standards:** RI.K.8, RI.K.10, RF.K.3, RF.K.4, W.K.2, W.K.3, W.K.8, L.K.2 b, c & d

**Central Texts: \*\*\*All texts in this domain are Core Knowledge original works\*\*\***

*What Are Kings and Queens?; The Royal Family; Jonathan Bing; King Midas and the Golden Touch; Old King Cole; Sing a Song of Sixpence; Cinderella, Part I; Cinderella, Part II; Snow White and the Seven Dwarfs, Part I; Snow White and the Seven Dwarfs, Part II*

**Domain 7: Seasons and Weather**

This domain will introduce your kindergarten students to the concept of weather. Your students will learn that different regions of the earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns as falling into four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our day-to-day lives and activities. Of course, the actual weather associated with each season varies depending upon where you live, so that students throughout the United States will have different experiences as to what different seasons are like. There are, however, certain common seasonal features that will be true for all children living within the continental United States; for example, summer is always a warmer season in general than winter. The lessons and read-alouds included in this domain have been carefully written to make these common seasonal features clear, while still encouraging you to customize the discussions and subsequent activities to make your students aware of the specific weather patterns in your area.

Implicit in understanding the relationship between weather and seasons is having an understanding of time. Your students' grasp of the concepts discussed in this domain will be enhanced if they are already somewhat familiar with basic temporal concepts, such as day, week, month, and year. You will note that within the lessons that follow, we recommend frequent reference to a monthly calendar as a way of making this sense of time a bit more concrete.

The kinds of directed observations and hands-on activities associated with documenting the daily weather—such as looking at a thermometer, examining precipitation collected in a rain gauge, or observing the types of clouds in the sky—will help your students more fully grasp the concepts that they will hear about in this domain.

**Key Standards:** RL.K.6, RI.K.6, RI.K.8, RI.K.10, RF.K.1, RF.K.3, RF.K.4, W.K.2, W.K.3, L.K.2 a, b, c & d

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**Central Texts:**

*What's the Weather Like?; Winter; I Do Not Mind You, Winter Wind; Spring; Summer; Autumn; The Grasshopper and the Ants; Seasonal Activities and Sports; Storms and Severe Weather; Meteorology*

**Domain 8: Colonial Towns and Townspeople**

This domain will continue your students' journey as they learn more about the early history of our country. If you have shared the read-alouds from the Native Americans and the Columbus and the Pilgrims domains with your students, they already know that the Puritans came to America from England, seeking religious freedom. The setting for Colonial Towns and Townspeople is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint your students with what daily life was like for the people who lived during these times, and how very different it was from your students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events which also took place during colonial times. During the years America evolved from a small group of dependent British colonies to a growing, independent nation.

**Key Standards:** RL.K.6, RI.K.6, RI.K.8, RI.K.10, RF.K.1, RF.K.3, RF.K.4, W.K.2, W.K.3, W.K.8, L.K.2 a, b, c & d

**Central Texts:**

*The Country Family; A Trip to Town; The Bread Makers: Millers and Bakers; The Miller of the Dee; The Cloth Makers: Spinners and Weavers Dressmakers, Tailors, Hatters, and Cobblers; The Elves and the Shoemaker; The House Builders: Bricklayers, Masons, and Carpenters; The Blacksmith; The Little Gray Pony; The Merry Wives; The Teacher; Stone Soup*

**Domain 9: Taking Care of the Earth**

This domain will introduce your students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included in every lesson.

All the read-alouds, with the exception of Lesson 7—a fun poem, “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out,” by Shel Silverstein—are narrated from the first-person perspective of Earth itself. Teachers are invited to wear the Earth Hat that is included with the materials for this domain. Use of the hat will help with the transition each day to the reading of the read-alouds, and it will help students understand the purpose of the read-alouds. This is not simply a novelty. It will get the students' attention.

**Key Standards:** RI.K.6, RI.K.8, RI.K.10, RF.K.1, W.K.3, W.K.8

**Central Texts: \*\*\*All texts in this domain are Core Knowledge original works\*\*\***

*Introducing the Earth; Garbage; Natural Resources; Reduce, Reuse, Recycle; Recycle! Recycle! Recycle!; Composting; Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out; Pollution; Air Pollution; Willy the Water Drop; Goodbye from Good Old Earth*

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<b>Reading Standards for Literature K-5</b>												
KEY IDEAS AND DETAILS												
<b>RLK.1</b> With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>RLK.2</b> With prompting and support, retell familiar stories, including key details.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>RLK.3</b> With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
CRAFT AND STRUCTURE												
<b>RLK.4</b> Ask and answer questions about unknown words in a text.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>RLK.5</b> Recognize common types of texts (e.g., storybooks, poems).	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>RLK.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			✓					✓		✓		
INTEGRATION OF KNOWLEDGE AND IDEAS												
<b>RLK.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>RLK.8</b> (Not applicable to literature)												

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<b>RLK.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY												
<b>RLK.10</b> Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Reading Standards for Informational Text K-5												
KEY IDEAS AND DETAILS												
<b>RIK.1</b> With prompting and support, ask and answer questions about key details in a text.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>RIK.2</b> With prompting and support, identify the main topic and retell key details of a text.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>RIK.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Craft and Structure												
<b>RIK.4</b> With prompting and support, ask and answer questions about unknown words in a text.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>RIK.5</b> Identify the front cover, back cover, and title page of a book.		✓				✓		✓	✓	✓	✓	✓
<b>RIK.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		✓				✓		✓	✓	✓	✓	✓
Integration of Knowledge and Ideas												

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RIK.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).		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.		✓			✓	✓	✓	✓	✓	✓	✓	✓
RIK.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).		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Range of Reading and Level of Text Complexity												
RIK.10 Actively engage in group reading activities with purpose and understanding.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards: Foundational Skills (K-5)												
Print Concepts												
RFK.1 Demonstrate understanding of the organization and basic features of print.		✓	✓		✓	✓		✓	✓	✓	✓	✓
a. Follow words from left to right, top to bottom, and page by page.		(a)	(a)		(a)	(a)		(a)	(a)	(a)	(a)	(a)
b. Recognize that spoken words are represented in written language by specific sequences of letters.		(b)	(b)		(b)	(b)		(b)	(b)	(b)	(b)	(b)
c. Understand that words are separated by spaces in print.		(c)	(c)		(c)	(c)		(c)	(c)	(c)	(c)	(c)
d. Recognize and name all upper- and lowercase letters of the alphabet.												
Phonological Awareness												
a. Recognize and produce rhyming words.				(a)	(a)	(a)		(a)				

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b. Count, pronounce, blend, and segment syllables in spoken words.		(b)										
c. Blend and segment onsets and rimes of single-syllable spoken words.		(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)		
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)		(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)		
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)		
<b>Phonics and Word Recognition</b>												
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.												
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.												
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).												
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.												
<b>Fluency</b>												
RFK.4 Read emergent-reader texts with purpose and understanding.												
<b>Writing Standards K-5</b>												

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<b>Text Types and Purposes</b>												
<b>WK.1</b> 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 (e.g., My favorite book is...).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>WK.2</b> 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.		✓				✓	✓	✓	✓	✓		✓
<b>WK.3</b> 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.	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
<b>Production and Distribution of Writing</b>												
<b>WK.4</b> (Begins in grade 3)												
<b>WK.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>WK.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Research to Build and Present Knowledge</b>												

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<b>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>		✓					✓			✓	✓	✓
<b>WK.9 (Begins in grade 4)</b>												
<b>Range of Writing</b>												
<b>WK.10 (Begins in grade 3)</b>												
<b>Speaking and Listening Standards K–5</b>												
<b>Comprehension and Collaboration</b>												
<b>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
<b>b. Continue a conversation through multiple exchanges.</b>	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)

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SLK.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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>Presentation of Knowledge and Ideas</b>												
SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Standards K-5</b>												
<b>Conventions of Standard English</b>												
LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
a. Print many upper- and lowercase letters.												
b. Use frequently occurring nouns and verbs.	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).												

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d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e) (e)	(e)	(e)
f. Produce and expand complete sentences in shared language activities.	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)
LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												
a. Capitalize the first word in a sentence and the pronoun I.								(a)	(a)	(a)		
b. Recognize and name end punctuation.							(b)	(b)	(b)	(b)		
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).				(c)	(c)	(c)	(c)	(c)	(c)	(c)		
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.				(d)	(d)	(d)	(d)	(d)	(d)	(d)		
Knowledge of Language												
LK.3 (Begins in grade 2)												
Vocabulary Acquisition and Use												
LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

See also, Kindergarten ELA Curriculum Map: Skills Strand

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a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		(a)		(a)	(a)		(a)	(a)	(a)	(a)	(a)	(a)
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)
					(d)	(d)	(d)	(d)	(d)	(d)		
LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓