

See also, Kindergarten ELA Curriculum Map: Listening and Learning Strand

The Skills Strand

To be literate, a person must be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If a person cannot decode the words on the page, she will not be able to achieve literacy, no matter how much oral language and background knowledge she may have.

The Skills Strand of the Core Knowledge program teaches the mechanics of both reading and writing, i.e., .how to decode and encode written English. It is based on the most current research in cognitive science on reading and writing, Learning to read and write is neither natural nor easy. Young children are most successful in acquiring the necessary decoding and encoding skills when they are explicitly and systematically taught phonics.

The Skills Strand in Kindergarten requires 60 minutes of daily instruction. Reading and writing are taught in tandem, since they are inverse processes. English writing involves making “pictures of sounds”, i.e., learning to write letters; reading involves translating those “pictures” back into sounds and blending the sounds to make words. Core Knowledge phonics focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters. Many traditional phonics programs focus on letters first, instead of sounds. Teachers using Core Knowledge present lessons in a different way, beginning with the sound first. In fact, students are not taught letter names - which often interfere with blending of the sounds in early reading - until the middle of the kindergarten after they are actually reading.

Kindergarten Skills Units	Length*	Month
Unit 1: Phonological Awareness and Writing Readiness	2 weeks	August/September
Unit 2: Phonological Awareness and Writing Readiness	2 weeks	August/September
Unit 3: Reading and Writing Basic Code: Letter-Sound Correspondence (/m/ spelled ‘m,’ /a/ spelled ‘a’, /t/ spelled ‘t’, /d/ spelled ‘d’, /o/ spelled ‘o’, /k/ spelled ‘c’, /g/ spelled ‘g’ and /i/ spelled ‘i’)	3 weeks	October
Unit 4: Reading and Writing Basic Code: Letter-Sound Correspondence (/n/ spelled ‘n’, /h/ spelled ‘h’, /s/ spelled ‘s’, /f/ spelled ‘f’, /v/ spelled ‘v’, /z/ spelled ‘z’, /p/ spelled ‘p’, and /e/ spelled ‘e’)	3 weeks	October/November
Unit 5: Reading and Writing Basic Code: Letter-Sound Correspondence (/b/ spelled ‘b’, /l/ spelled ‘l’, /r/ spelled ‘r’, /u/ spelled ‘u’, /w/ spelled ‘w’, /j/ spelled ‘j’, /y/ spelled ‘y’, /x/ spelled ‘x’, and /k/ spelled ‘k’)	3 weeks	November/December
Unit 6: Consonant Clusters and Lowercase Letter Names	3 weeks	January
Unit 7: Consonant Digraphs (/ch/ spelled ‘ch’, /sh/ spelled ‘sh’, /th/ spelled ‘th’ as in <i>thin</i> , /th/ spelled ‘th’ as in <i>then</i> , /qu/ spelled ‘qu’, and /ng/ spelled ‘ng’)	3 weeks	January/February
Unit 8: Double Letter Spellings and Sight Words (/m/ spelled ‘mm’, /n/ spelled ‘nn’, /p/ spelled ‘pp’, /b/ spelled ‘bb’, /t/ spelled ‘tt’, /d/ spelled ‘dd’, /k/ spelled ‘cc’, /k/ spelled ‘ck’, /g/ spelled ‘gg’, /f/ spelled ‘ff’, /s/ spelled ‘ss’, /z/ spelled ‘zz’, /l/ spelled ‘ll’, /r/ spelled ‘rr’)	3 weeks	March
Unit 9: Uppercase Letter Names and Sight Words	3 weeks	April
Unit 10: Long Vowel Sounds (final E and vowel team ‘ee’) and Sight Words	3 weeks	May-June

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CCSS-ELA standards are listed for a given Core Knowledge Skills unit only when instructional practice during that unit explicitly addresses a given standard. Please note the following:

- Speaking and Listening Standard SL.K.1., (*Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups*), SL.K.3. (*Ask and answer questions in order to seek help, get information, or clarify something that is not understood*), and SL.K.6 (*Speak audibly and express thoughts, feelings and ideas clearly*) are listed only in Unit 1, with the understanding that these standards will be reinforced throughout all remaining units during the year.
- Language Standard L.K.1, (*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking*), with its various related standards, is listed in Unit 1, with the understanding that *oral* practice in speaking will be reinforced throughout all units during the year. However, when instructional practice in a particular unit explicitly addresses *written* grammar and usage, the appropriate standard is specifically re-listed for that unit.
- Language Standard L.K.2., (*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing*) with its various related standards, is listed in the very first unit in which it is explicitly addressed. Though not explicitly listed in subsequent units, it is understood that this standard will be reinforced throughout all units during the year.

Overview of Kindergarten Core Knowledge Units as Aligned to CCSS-ELA

Kindergarten	
Unit	CCSS-ELA
<p>Unit 1: Phonological Awareness and Writing Readiness This unit and the next lay the foundation for students’ future success in reading and writing. The lessons in units 1 & 2 are divided equally between oral language exercises and pre-writing exercises. The oral language exercises are designed to make students aware first of environmental noises, then of words, and finally, beginning in Unit 2, of sounds within words (phonemes). The pre-writing exercises are designed to teach students to hold a writing utensil and make simple strokes and shapes.</p>	<p>Precursor to: RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1.a Follow words from left to right, top to bottom, and page by page</p> <p>Precursor to: RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking..</p> <ul style="list-style-type: none"> b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly</p>
<p>Unit 2: Phonological Awareness and Writing Readiness In Unit 2, students will learn to blend syllables to make two-syllable words, as well as blend sounds to make two- and three-sound words. Blending is a critical skill for reading. In fact, it is the most important skill for reading. Students will also continue to participate in pre-writing exercises designed to teach students to hold a writing utensil and make simple strokes and shapes.</p>	<p>Precursor to: RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1.a Follow words from left to right, top to bottom, and page by page</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> b. Count, pronounce, blend, and segment syllables in spoken words. c Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Kindergarten	
Unit	CCSS-ELA
<p>Unit 3: Reading and Writing Basic Code: Letter-Sound Correspondence: /m/ spelled ‘m,’ /a/ spelled ‘a’, /t/ spelled ‘t’, /d/ spelled ‘d’, /o/ spelled ‘o’, /k/ spelled ‘c’, /g/ spelled ‘g’ and /i/ spelled ‘i’ In Unit 3 students will begin to make connections between sounds and symbols. They will be taught several letter-sound correspondences and will begin to read simple three letter short vowel words (CVC words).</p>	<p>RF.K.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. b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.</p>
<p>Unit 4: Reading and Writing Basic Code: Letter-Sound Correspondence: /n/ spelled ‘n’, /h/ spelled ‘h’, /s/ spelled ‘s’, /f/ spelled ‘f’, /v/ spelled ‘v’, /z/ spelled ‘z’, /p/ spelled ‘p’, and /e/ spelled ‘e’ In Unit 4, students will continue to make connections between sounds and symbols. In addition to reading individual CVC words, students will also begin reading simple phrases.</p> <p>Central Text: <i>Pet Fun Big Book</i> (text is original Core Knowledge work)</p>	<p>RF.K.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. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

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Unit	CCSS-ELA
<p><i>Unit 4 continued</i></p>	<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">a. Print many upper- and lowercase letters.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p style="padding-left: 20px;">d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Unit 5: Reading and Writing Basic Code: Letter-Sound Correspondence: /b/ spelled ‘b’, /l/ spelled ‘l’, /r/ spelled ‘r’, /u/ spelled ‘u’, /w/ spelled ‘w’, /j/ spelled ‘j’, /y/ spelled ‘y’, /x/ spelled ‘x’, and /k/ spelled ‘k’</p> <p>In Unit 5, the students will continue to make connections between sounds and symbols. Specifically, they will learn the most common way to spell eight more of the sounds of English. They will also learn a spelling alternative for the /k/ sound: ‘k’ as in <i>kid</i>. In addition to reading individual CVC words, students will also practice reading phrases, as well as short sentences in a very simple story.</p> <p>Central Text: <i>Ox and Man</i> Big Book (text is original Core Knowledge work)</p>	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p style="padding-left: 20px;">a. Follow words from left to right, top to bottom, and page by page.</p> <p style="padding-left: 20px;">b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p style="padding-left: 20px;">c. Understand that words are separated by spaces in print.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p style="padding-left: 20px;">a. Recognize and produce rhyming words.</p> <p style="padding-left: 20px;">c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p style="padding-left: 20px;">d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p style="padding-left: 20px;">e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p style="padding-left: 20px;">c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p style="padding-left: 20px;">d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding</p>

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Unit	CCSS-ELA
<p><i>Unit 5 continued</i></p>	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">a. Print many upper- and lowercase letters.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p style="padding-left: 20px;">d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>
<p>Unit 6: Consonant Clusters and Lowercase Letter Names: /z/ spelled as ‘s’</p> <p>A major goal for this unit is to provide additional practice with the letter-sound correspondences so that recognition and blending become automatic. In this unit, only one new letter-sound correspondence will be introduced, the ‘s’ spelling for the /z/ sound. The students have already learned the spelling ‘z’ for the /z/ sound. In this unit, they will learn that the spelling ‘s’ is a spelling alternative.</p> <p>In addition, there are three other new elements in this unit:</p> <ul style="list-style-type: none"> • consonant clusters <p>A consonant cluster consists of two or more consonant sounds, one after another, without an intervening vowel sound. In other programs, these may be called blends. In the word <i>stop</i>, the first two letters represent an initial consonant cluster.</p> <ul style="list-style-type: none"> • letter names <p>In earlier units, instruction focused on sounds and on the symbols that stand for those sounds.</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p style="padding-left: 20px;">c. Read common high-frequency words by sight</p> <p style="padding-left: 20px;">d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.7. 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).</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">a. Print many upper- and lowercase letters.</p>

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<p><i>Unit 6 (continued)</i> You were encouraged to avoid using letter names so that the students would not confuse the letter names with the sounds the letters stand for. It is now less likely that they will confuse the letter names with the sounds. The lowercase letter names are therefore introduced and practiced in this unit.</p> <ul style="list-style-type: none"> independent student reading of decodable stories in a student reader. <p>In this unit, students will begin reading decodable stories. The lesson stories are 100% percent decodable, which means that students should be able to read all of the words via blending. The first few stories are, by necessity, very short and simple. Despite their simplicity, the decodable stories do have the same characters from story to story and there is a simple plot in each story.</p> <p>Central Text: <i>Kit Student Reader</i> (text is original Core Knowledge work)</p>	<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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. <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<p>Unit 7: Consonant Digraphs: /ch/ spelled ‘ch’, /sh/ spelled ‘sh’, /th/ spelled ‘th’ as in <i>thin</i>, /th/ spelled ‘th’ as in <i>then</i>, /qu/ spelled ‘qu’, and /ng/ spelled ‘ng’.</p> <p>In Unit 7, the students will continue to make connections between sounds and symbols. Specifically, they will learn the most common way to spell six more of the sounds of English. What distinguishes these six sounds from the sounds studied up to this point is that all six are generally written with two letters instead of one. When two letters stand for one sound, we refer to those letters, collectively, as a digraph. Students will continue to read simple decodable stories that include all of the spellings taught to date.</p>	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme

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<p><i>Unit 7 (continued)</i></p> <p>Central Text: <i>Seth</i> Student Reader (text is original Core Knowledge work)</p>	<p>(consonant-vowel-consonant, or CVC) words</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.7. 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).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -</p>

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<p><i>Unit 7 (continued)</i></p>	<p>less) as a clue to the meaning of an unknown word.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<p>Unit 8: /m/ spelled ‘mm’, /n/ spelled ‘nn’, /p/ spelled ‘pp’, /b/ spelled ‘bb’, /t/ spelled ‘tt’, /d/ spelled ‘dd’, /k/ spelled ‘cc’, /k/ spelled ‘ck’, /g/ spelled ‘gg’, /f/ spelled ‘ff’, /s/ spelled ‘ss’, /z/ spelled ‘zz’, /l/ spelled ‘ll’, /r/ spelled ‘rr’</p> <p>In this unit students will learn double-letter spellings for consonant sounds and seven high-frequency sight words (<i>the, a, of, all, one, from, was</i>). They will continue to gain practice reading decodable stories.</p> <p>Central Text: <i>Shep</i> Student Reader (text is original Core Knowledge work)</p>	<p>RF.K. 1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>RL. K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL. K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.7 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).</p>

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<p><i>Unit 8 Continued</i></p>	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">a. Print many upper- and lowercase letters.</p> <p>L. K. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 20px;">d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Unit 9: Uppercase Letter Names and Sight Words This unit does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters that have a different shape than the lowercase letters as well as seventeen additional sight words (<i>word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, and there</i>). Students will continue to practice reading decodable stories.</p> <p>Central Text: <i>Zack and Ann</i> Student Reader (text is original Core Knowledge work)</p>	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p style="padding-left: 20px;">a. Follow words from left to right, top to bottom, and page by page.</p> <p style="padding-left: 20px;">b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p style="padding-left: 20px;">c. Understand that words are separated by spaces in print.</p> <p style="padding-left: 20px;">d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p style="padding-left: 20px;">c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p style="padding-left: 20px;">d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words</p> <p style="padding-left: 20px;">e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the</p>

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<p><i>Unit 9 Continued</i></p>	<p>primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.7. 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).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and texts.</p>

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<p>Unit 10: Long Vowel Sounds (final E and vowel team ‘ee’) and Sight Words</p> <p>In this unit students will learn five additional vowel sounds, typically referred to as the long vowel sounds, and the most common (or least ambiguous) spelling for each sound: /ee/ spelled ‘ee’ as in <i>sheep</i>, /ae/ spelled ‘a_e’ as in <i>snake</i>, /ie/ spelled ‘i_e’ as in <i>lime</i>, /oe/ spelled ‘o_e’ as in <i>home</i>, and /ue/ spelled ‘u_e’ as in <i>cute</i>.</p> <p>They will also learn eleven additional sight words (<i>he, she, we, be, me, they, their, my, by, you, and your</i>) and they will continue to practice reading decodable stories.</p> <p>Central Text: <i>Scott Student Reader</i> (text is original Core Knowledge work)</p>	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> c. Know final -e and common vowel team conventions for representing long vowel sounds <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.7. 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).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding</p>

See also, Kindergarten ELA Curriculum Map: Listening and Learning Strand

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Unit 10 (continued)	<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). f. Produce and expand complete sentences in shared language activities. <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and texts.</p>

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