

Kindergarten: Curriculum Map

EL Education’s grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students’ oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students’ progress toward particular standards.
- K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs’ tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

Structure of a Module

- Each module provides eight weeks of instruction¹, broken into three shorter units. Each module includes:
 - A final performance task that is a more supported project, often involving research
 - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
 - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students’ progress on specific standards or sub-standards

¹ For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.

Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #3, building knowledge through content-rich nonfiction.
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, kindergarten. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
 - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
 - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
 - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.

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- The curriculum map below lists the title of each unit-level assessment, CCSS assessed, and the format.
 - Speaking and listening (discussion or oral presentation)
 - Drawing and dictation
 - Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
 - Selected response (multiple choice questions)
 - Short constructed response (short answer questions)
 - Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
 - Scaffolded writing (involving planning, drafting, and revision)
- **Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.
- **Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

Notes:

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	Learning through Science and Story	Researching to Build Knowledge and Teach Others	Contributing to the Community
Title	Toys and Play	Weather Wonders	Trees Are Alive	Enjoying and Appreciating Trees
Description	<p>In this module, students build their literacy and citizenship skills as they engage in a study of toys and play. Students consider norms and behaviors for sharing toys and interacting with peers through structured conversations, learning experiences such as role-play and guided discovery of toys, and an analysis of the module texts. Students learn more about toys as they consider what makes something a toy and what makes toys fun. They learn to sort and describe toys by specific attributes. They also begin to think about perspective as they discuss and write about their own toy preferences. Finally, students interview a classmate about his or her preferred classroom toy. They use the information from the interview to create their performance task: an informational piece of writing and drawing about a classmate's preferred toy and how the classmate likes to play with it.</p>	<p>In this module, students build their literacy and science skills as they engage in a study of the weather. Students study the science of weather through various informational texts. They create a class weather journal and track their individual learning in a meteorologist's notebook. Students then broaden their study of weather as they think about how weather affects people in different places around the world. They move on to further explore how weather affects people by reading a variety of narratives where the characters are affected by a weather event. Students are prompted to think about how the weather affects the choices people make about what to wear and what to do each day. For their performance task, they plan and write an imaginary narrative featuring a character affected by the weather.</p>	<p>In this module, students explore the big ideas that all living things in the natural world have needs in order to survive and grow. Through a close study of trees and the living things that depend on them, students take on the roles of researchers and scientists to make observations of the natural world. From those observations, they determine patterns that explain how living things live and grow. Students learn what makes something living or nonliving, about different types of living things, and the common needs of all living things. They develop this understanding through research reading and hands-on investigations and record their observations in a Living Things research notebook. Students then engage in whole group and small group research on how trees provide food for animals. Finally, students engage in supported small group research of a particular tree, its needs, and how it supports other living things. They then use their learning to create an informational tree collage, which includes a collage, informative writing, and an animal puppet.</p> <p>*Note: Module 3 lays the foundation for Module 4: In Module 3, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.</p>	<p>In this module, students build on their scientific knowledge of trees from Module 3, by exploring the importance of trees to people and their communities. Students learn how different people, both real and imaginary, enjoy and appreciate trees. They consider how real people and characters have used trees to fill a need in their community. Students first learn about the different ways people enjoy trees through reading literature and considering how characters appreciate trees. They write about the different ways trees can be enjoyed in their Enjoying Trees journal, Part II. They then read about the ways planting trees can contribute to a community through reading informational text, and learn to form and write opinions about where they would choose to plant a tree. Finally, students apply their new knowledge of the importance of trees to people by advocating for the appreciation of trees in their own community. For their performance task, they create a beautiful card that invites others to pause and appreciate the trees around them.</p>

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	Module 1	Module 2	Module 3	Module 4
Texts ¹	<ul style="list-style-type: none"> • Have Fun, Molly Lou Mellon, Patty Lovell (RL, AD820; six per classroom) • Llama Llama Time to Share, Anna Dewdney (RL, AD250; six per classroom) • Playing with Friends, Rebecca Rissman (RI, AD530L; one per classroom) • Toys Galore, Peter Stein (RI, N/A; one per classroom) • “Attributes of Toys,” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) • “The Magic Bow,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials) • “Toy Riddles,” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) 	<ul style="list-style-type: none"> • Brave Irene, William Steig (RL, AD630; one per classroom) • Come On, Rain!, Karen Hesse (RL, AD780; six per classroom) • National Geographic Kids: Weather, Kristin Rattini (RI, 330L; one per classroom) • One Hot Summer Day, Nina Crews (RL, N/A; one per classroom) • On the Same Day in March, Marilyn Singer (RI, AD540; one per classroom) • The Snowy Day, Ezra Jack Keats (RL, 500L; six per classroom) • Umbrella, Taro Yashima (RL, 480L; one per classroom) • Weather Words and What They Mean, Gail Gibbons (RI, 450L; six per classroom) • “Curious Sofia,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials) • “Curious Sofia Returns,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials) • “Sofia the Storyteller,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials) 	<ul style="list-style-type: none"> • Are Trees Alive?, Debbie S. Miller (RL, 640L; one per classroom) • Be a Friend to Trees, Patricia Lauber (RI, 500L, one per pair of students) • “Clay Leaves,” 2010. Written by students at The College School in St. Louis, MO. (one per classroom) • “Connecting Trees,” 2010. Written by students at The College School in St. Louis, MO. (one per classroom) • The Tree in the Ancient Forest, Carol Reed-Jones (RL, 620L; one per classroom) • What’s Alive?, Kathleen Weidner Zoehfeld (RI, 430L; six per classroom) • “What’s Alive and What’s Not?” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) • “A Tree Is a Living Thing,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials) • “We Depend on Trees,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials) • “Tree Texts,” 2016. Written by EL Education for instructional purposes (RI, two or three per small group; included in the module materials) • “Who Depends on a Tree?” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) 	<ul style="list-style-type: none"> • A Tree for Emmy, Mary Ann Rodman (RL, AD360; six per classroom) • A Tree is Nice, Janice May Udry (RI, 420, six per classroom) • Gus is a Tree, Claire Babin (RL, N/A; one per classroom) • Mama Miti: Wangari Maathai and the Trees of Kenya, Donna Jo Napoli (RI, AD710; one per classroom) • Oliver’s Tree, Kit Chase (RL, N/A; six per classroom) • We Planted a Tree, Diane Muldrow (RI, AD620; one per classroom)
Lexile®	In Kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.			
Performance Task	<p>Product: Describing a Classmate’s Toy Preference Format: Informational writing and labeled drawing CCSS: W.K.2, W.K.8, L.K.2c,d.</p>	<p>Product: My Weather Story: An Imaginary Weather Narrative Format: Narrative writing CCSS: W.K.3, W.K.5, L.K.1a, L.K.2a,c,d, L.K.6.</p>	<p>Product: Informational Collage: Tree Experts Format: Informational collage CCSS: W.K.2, W.K.5, W.K.8 NGSS: K.LS1-1</p>	<p>Product: Tree Appreciation Cards Format: Opinion writing, pencil sketch, and watercolor CCSS: W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a,b</p>

¹ Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	<p>Title: Responding to Text: Thinking about Illustrations and Speaking Format: Selected response with visuals and partner discussion CCSS: RL.K.1, RL.K.7, SL.K.1</p>	<p>Title: Independent Writing about Weather Format: Short constructed response with drawing and writing CCSS: W.K.2, L.K.1f, L.K.6</p>	<p>Title: Reading and Answering Questions about an Informational Text Format: Selected response and short constructed response with drawing and writing CCSS: RI.K.3, RI.K.7</p>	<p>Title: Comparing and Contrasting Characters from <i>Oliver's Tree</i> Format: Short constructed response with drawing and writing and small group discussion CCSS: RL.K.1, RL.K.3, RL.K.9, SL.K.2, SL.K.4</p>
Unit 2	<p>Title: Writing about the Classroom Toys We Prefer Format: Scaffolded writing CCSS: W.K.1, L.K.6</p>	<p>Title: Identifying Story Elements in One Hot Summer Day Format: Short constructed response with drawing and words CCSS: RL.K.3, W.K.8, and L.K.6</p>	<p>Title: Researching and Writing about How Animals Depend on Trees Format: Scaffolded writing CCSS: W.K.2, W.K.7, W.K.8</p>	<p>Title: Reading about an Author's Point and Writing Opinions Format: Selected response and scaffolded writing CCSS: RI.K.8, W.K.1, L.K.1e, L.K.2a, L.K.b</p>
Unit 3	<p>Title: Speaking and Listening: Interviewing a Classmate about a Favorite Classroom Toy Format: Partner interview CCSS: W.K.8, SL.K.3</p>	<p>Title: Reflecting on My Weather Story Format: Small group structured discussion CCSS: SL.K.4, SL.K.6, L.K.1f, L.K.6</p>	<p>Title: Discussing the Needs of Living Things Format: Series of small group Science Talks (discussion protocol) CCSS: SL.K.1a, SL.K.1b</p>	<p>Title: Adding Ideas with Detailed Drawings Format: Short constructed response with drawing and writing and partner discussion CCSS: SL.K.5</p>

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.

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Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	X	✓		X
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.		X		X
RL.K.4 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 (e.g., what moment in a story an illustration depicts).	X	✓		✓
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				X
RL.K.10 Actively engage in group reading activities with purpose and understanding.	Integrated throughout.			

Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
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, identify the main topic and retell key details of a text.			X	
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 (e.g., what person, place, thing, or idea in the text an illustration depicts).			X	✓