



Kindergarten English Language Arts CURRICULUM

Board Approved: 05/15/2025

Course Information

Elementary Full Year Course

Course Description:

Kindergarten English Language Arts instruction forms a solid foundation for language structure and print use. Kindergartners develop language and literacy skills, including phonological awareness, phonics, word knowledge, and concepts about print. Students will learn to read for understanding and develop their communication skills when listening, speaking, reading, and writing. They will apply comprehension strategies to fiction and nonfiction texts. Kindergartners will communicate ideas by drawing and writing opinions, narratives, and informative pieces. Students will actively engage in small group, whole group, and individual learning. ELA instruction will be differentiated based on the needs of the students.

Transfer Goals: Students will be able to:

- Apply phonics and phonemic awareness to read text.
- Read a text for understanding and purpose.
- Use phonics and phonemic awareness to convey a message through writing.
- Use their speaking, listening, and language skills to convey and understand concepts.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s): [Houghton Mifflin Harcourt-Into Reading](#)

**priority standards indicated in bold*

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Unit 1: Reading Foundations

Unit Description: This unit focuses on foundational literacy skills, including letter recognition, phonemic awareness, and early reading strategies. Students will identify and sequence uppercase and lowercase letters, understand the structure of words and sentences, and demonstrate how to track print while reading. They will develop phonemic skills by isolating, blending, segmenting sounds, recognizing rhymes, and identifying common onsets. The unit also covers decoding simple words, reading high-frequency words, and using letter-sound knowledge to write and read with purpose and understanding.

Enduring Understandings:

- Readers can recognize and use phonics and phonemic awareness skills to strengthen their decoding skills.
- Readers can read an appropriate text for purpose and understanding.
- Readers can use print concepts to read and understand text.

Essential Questions:

- How do readers begin using a book?
- How can readers use letter sounds to read and write?
- How can readers begin to read books?
- How can readers make meaning from what is read?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
K.RF.1.A	<p>With help,</p> <ul style="list-style-type: none"> • I can identify all uppercase letters. • I can identify all lowercase letters. • I can demonstrate one-to-one connection between a spoken word and written word.
K.RF.2.A	<p>With help,</p> <ul style="list-style-type: none"> • I can distinguish rhyming words from non-rhyming words. • I can produce rhyming words. • I can identify sounds in words. • I can blend spoken onsets and rimes to form simple words. • I can blend spoken phonemes to form one-syllable words. • I can isolate sounds to determine initial, medial, and final sounds. • I can segment words into two to three phonemes.
K.RF.3.A	<p>With help,</p> <ul style="list-style-type: none"> • I can produce sounds for consonants. • I can produce sounds for short vowels. • I can write sounds for consonants. • I can write sounds for short vowels. • I can blend sounds to decode simple words. • I can recognize that new words can be created by adding, changing, or deleting letters.

**priority standards indicated in bold*

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	<ul style="list-style-type: none">● I can use letter sounds to write simple words and messages.
K.RF.4.A	With help, <ul style="list-style-type: none">● I can read texts with understanding and purpose.

**priority standards indicated in bold*

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Unit 2: Reading

Unit Description: This unit develops foundational literacy skills through active engagement with stories and media. Students will practice making predictions, responding to questions, and retelling stories, focusing on key elements like characters, settings, and main events. They will learn to make connections, draw conclusions, and use new vocabulary acquired through reading and listening. With guidance, students will enhance their critical thinking by making inferences, identifying sensory details, and recognizing patterns in stories. The unit also introduces media literacy, teaching students to identify different media forms and techniques. Additionally, students will develop and apply effective listening and speaking skills, ensuring they can communicate clearly and participate in classroom discussions.

Enduring Understandings:

- Readers use a variety of comprehension strategies to construct the meaning of a text.
- Readers use a variety of speaking and listening skills to engage in text conversations.
- Readers independently apply strategies to construct meaning from text.

Essential Questions:

- How do people actively engage in books read aloud?
- How can a person retell the events of a story and use the events to make connections?
- How can readers identify story elements, make inferences, and draw conclusions to understand what they read?
- How can readers build reading independence, fluency, self-monitoring strategies, and stamina?
- How can a person use new vocabulary in conversations to better understand what they read?
- How can readers ask and answer questions to check their understanding of what they read?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
K.R.1.A.b	<p>With help,</p> <ul style="list-style-type: none"> • I can ask questions about a book. • I can answer questions about a book. • I can retell main/big ideas from a story. • I can use important facts from a story. • I can recognize the beginning, middle, and end.
K.R.1.B	<p>With help,</p> <ul style="list-style-type: none"> • I can learn new words by listening, talking, reading, and thinking about stories.

**priority standards indicated in bold*

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K.R.1.C	<p>With help,</p> <ul style="list-style-type: none"> ● I can tell how a story reminds me of my own life (with help). ● I can tell how one story or book is like or different from another story or book.
K.R.1.D	<ul style="list-style-type: none"> ● I can read by myself for a little while and engage with the story or text.
K.R.2.A	<p>With help,</p> <ul style="list-style-type: none"> ● I can identify the elements of a story. ● I can identify the setting(s). ● I can identify the character(s). ● I can identify the key/main/major events. ● I can listen to a read-aloud or familiar story and retell a main event. ● I can compare the adventures of characters in familiar stories. ● I can contrast the adventures of characters in familiar stories.
K.R.2.B	<p>With help,</p> <ul style="list-style-type: none"> ● I can listen for the beat and rhyming words in a story or poem and use them to understand it.
K.R.2.C	<p>With help,</p> <ul style="list-style-type: none"> ● I can figure out who the characters are in a puppet show or play by watching and listening.
K.R.3.A	<p>With help,</p> <ul style="list-style-type: none"> ● I can identify the topic of a text heard or read by using the words and illustrations. ● I can identify the details of a text heard or read by using the words and illustrations. ● I can draw conclusions based on texts read aloud.
K.R.3.B	<p>With help,</p> <ul style="list-style-type: none"> ● I can notice and think about details in a story that tell how things look, sound, feel, taste, or smell.
K.R.3.C	<p>With help,</p> <ul style="list-style-type: none"> ● I can make inferences and draw conclusions based on texts during read aloud. ● I can name the main topic in a text. ● I can recall important facts in a text.
K.R.4.A	<p>With help,</p> <ul style="list-style-type: none"> ● I can recognize different kinds of media, like books, TV, or websites. ● I can notice ways that media, like TV or ads, try to get my attention or tell a message.

**priority standards indicated in bold*

K.SL.1.A	<ul style="list-style-type: none"> ● I can follow one-step instructions.
K.SL.2.A	<ul style="list-style-type: none"> ● I can demonstrate active listening, according to classroom expectations.
K.SL.3.A	<ul style="list-style-type: none"> ● I can comprehend read-alouds. ● I can comprehend media. ● I can demonstrate speaking skills by retelling. ● I can demonstrate speaking by asking appropriate questions.
K.SL.4.A	<ul style="list-style-type: none"> ● I can speak clearly and use correct words when I share my ideas or experiences with others, using a picture, prop, or other visual aid. ● I can speak clearly in complete sentences when I share my ideas with others.

**priority standards indicated in bold*

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Unit 3: Writing Foundations

Unit Description: This unit focuses on developing foundational writing skills with guidance. Students will learn to plan, draft, revise, and edit their writing, using pictures, letters, and words to sequence ideas and express opinions, narratives, and information. They will practice using digital tools for writing and publishing, develop research skills, and improve sentence construction, including proper capitalization, punctuation, and spelling. The unit also emphasizes identifying and using nouns, verbs, plurals, and question words in both spoken and written forms, along with the correct use of uppercase and lowercase letters.

Enduring Understandings:

- Writers compose for a variety of audiences and purposes.
- Writers strengthen their craft through practice and application throughout the writing process.
- Writers develop a concept of letter, word, and one-to-one matching as they write.
- Writers use letter-sound correspondence, segmenting, blending, and high-frequency words as they write.
- Writers use awareness of the connection between letters and speech sounds and representational drawings to communicate ideas.
- Writers develop oral language skills through planning, talking about their writing, and sharing a published piece.
- Writers can ask, answer, and use a variety of resources to create a piece on a topic.

Essential Questions:

- How can a person use drawing and writing to share their ideas?
- How can a person understand and use the basics of print when they write?
- How can a person use phonics skills and high-frequency words to help them write?
- How can a person use grammar skills to make their writing more clear?
- How can a person put their ideas to create a story?
- How can a person express their thoughts in complete sentences when they speak and write?
- How can a person use different resources to learn and write about a topic?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
K.W.1.A	With help, <ul style="list-style-type: none"> • I can make a plan for my writing by using pictures, talking, or writing words and letters.
K.W.1.B	With help, <ul style="list-style-type: none"> • I can sequence actions or details through pictures, letters, and words. • I can develop a draft from a pre-write.

**priority standards indicated in bold*

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<p>K.W.1.C</p>	<p>With help,</p> <ul style="list-style-type: none"> ● I can respond to questions and prewriting. ● I can respond to suggestions about prewriting. ● I can add details to strengthen prewriting. ● I can leave space between words when I write.
<p>K.W.1.D</p>	<p>With help,</p> <ul style="list-style-type: none"> ● I can use different tools, like paper, pencils, or computers, to create and share my writing
<p>K.W.2.A</p>	<p>With help,</p> <ul style="list-style-type: none"> ● I can draw or write to share my opinion about a topic or story. ● I can give reasons to explain why someone should think or do something. <p>I can use words that match the topic I am writing about.</p>
<p>K.W.2.B</p>	<p>With help,</p> <ul style="list-style-type: none"> ● I can draw or write to tell about a topic or story I am learning about. ● I can use words that match the topic I am writing about.
<p>K.W.2.C</p>	<p>With help,</p> <ul style="list-style-type: none"> ● I can draw or write a story or poem about something I have done or imagined. ● I can tell about a character or something that happened to me. ● I can put events in the order they happened. ● I can use words that match the topic I am writing about. ● I can tell how I feel or what I think about what happened in my story.
<p>K.W.3.A</p>	<p>With help,</p> <ul style="list-style-type: none"> ● I can make a list of topics of interest. ● I can generate a list of questions about a topic. ● I can collect sources on a topic. ● I can gather evidence from sources.
<p>K.L.1.A</p>	<ul style="list-style-type: none"> ● I can use complete sentences in shared language activities.
<p>K.L.1.B</p>	<ul style="list-style-type: none"> ● I can write uppercase letters. ● I can write lowercase letters. ● I can recognize that a sentence ends with a punctuation mark. ● I can capitalize the first letter in a sentence. ● I can use inventive spelling for beginning, final, and medial sounds.

**priority standards indicated in bold*

FHSD Priority Standard	Number of times the standard is taught.
K.RF.1.A.a/c/f	● 349
K.RF.2.A.a/b/c/e/f/g/h	● 773
K.RF.3.A.a/b/c/d	● 1,510
<u>K.R.1.A.b/c/e</u>	● 124
K.R.1.B.d	● 15
<u>K.R.2.A.a/b/f</u>	● 109
K.R.3.A.a/c	● 52
K.R.3.C.c	● 49
K.W.2.A.a/b/c	● 50
K.W.2.B.a/b	● 71
K.W.2.C.a/b/c/d/e	● 187
<u>K.L.1.A.d</u>	● 113
K.L.1.B.a/b/d/f/g	● 594
K.SL.3.A.c	● 50

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