



## Curriculum Map

QTR 1:	Grade: Kindergarten	YEAR: 2018-2019
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Reading				
Date	Standard	Assessment	Extension	Additional Info.
8/13-8/17	<p>Phonemic Awareness: Students count words that they hear in a sentence</p> <p>Phonics: ELAGSEKRF3 Phonics: Introduce letters b and F</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: the, and, to, my, I.</p>	<p>Informally assess students on counting words in a sentence that they hear</p> <p><b>Formally pre assess students on all letter names and sounds through Foundations</b></p> <p>Informally assess students on letters b and f</p> <p>Informally assess students on the, and, to, my, &amp; I.</p>	<p>N/A</p> <p>students who know all letter names and sounds will start with cvc words</p> <p>Students who know sight words already will be challenge to spell them</p>	

	<p>ELAGSEKRL2: Retell familiar stories using details with prompting and support</p> <p>ELAGSEKRL1: Answer Questions</p>	<p>Students informally assessed on RL2</p>	<p>retelling a story by writing without support</p>	<p>During Read-a-loud and guided reading discuss how to retell and summarize stories</p>
8/20-8/24	<p>Phonemic Awareness: Blending Compound Words and count words in a sentence</p> <p>Phonics: ELAGSEKRF3 Introduce letters m n i u</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: is, in, it, can, you.</p>	<p><b>Formally assess students on compound words and words they hear in a sentence</b></p> <p><b>Formally assess letters b, f, m, n, i u (For students more advanced assess them all on all letter names and sounds)</b></p> <p><b>Formally assess sight word recognition:</b></p>	<p><b>N/A</b></p> <p><b>Students who know letters already will begin sounding out CVC words</b></p> <p><b>Students who can read sight words already will be</b></p>	

	<p>ELAGSEKRL3: With prompting and support, identify characters.  ELAGSEKRL1: Answer Questions</p>	<p><b>the, and, to, my, I, is, in, it, can, you.</b></p> <p>Informally assess RL3</p>	<p><b>challenged to spell them</b></p>	<p>Create character Maps in Read-Alouds and guided reading</p>
8/27-8/31	<p>Phonemic Awareness: ELAGSEKRF2  B  Introduce syllables and counting syllables in a word</p> <p>Phonics: ELAGSEKRF3  Introduce letter names and sounds c o a g</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: he, me, be, we, she.</p> <p>ELAGSEKRL3: Identify Major Events (problem and solutions)  ELAGSEKRL1: Answer Questions</p>	<p><b>Formally assess syllable counting</b></p> <p>Informally assess letters b,f,m,n,i,u, c,o,a,g</p> <p>Informally assess sight word recognition: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she.</p> <p>Informally assess RL3</p>	<p><b>NA</b></p> <p><b>Students who know letters already will be pushed to read CVC words</b></p> <p><b>Students who know sight words already will be challenged to spell them</b></p>	<p>introduce problem and solution in Read-Aloud and carry it over to guided reading</p>

<p>9/4-9/07</p>	<p>Phonemic Awareness: ELAGSEKRF2 b Introduce syllable blending</p> <p>Phonics: ELAGSEKRF3 Introduce letter names and sounds d, e, r s</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: said, like, a, do, was.</p> <p>ELAGSEKRL2-Retell stories ELAGSEKRL1:Answer Questions</p>	<p><b>Formally assessing syllable blending</b> Check back in on syllable counting</p> <p><b>Formally assess b,f,m,n,i,u,c, o, a,g, d, e,r, s</b></p> <p><b>Formally assess sight word recognition: the, and, to, my, l, is, in, it, can, you, he, me, be, we, she, said, like, a, do, was.</b></p> <p>Review retelling stories and informally assess RL2</p>	<p><b>N/A</b></p> <p><b>Students who know letter names and sounds will work on reading CVC words</b></p> <p><b>Students who can read sight words will be challenge</b></p>	<p>Focus on retelling in Read-Aloud and Guided reading groups</p>
<p>9/10-9/14</p>	<p>Phonemic Awareness: ELAGSEKRF2 b Syllable deletion</p> <p>Phonics: ELAGSEKRF3 Introduce letter names and sounds p, j, l, h</p> <p>ELAGSEKRF4: Read common high-frequency words</p>	<p>observation and informally mark on checklist Check back in on syllable blending and counting</p> <p>Informally assess b f m n i u c o a g d e r s p j l h</p>	<p><b>N/A</b></p> <p><b>Students who know letter names and sounds will be pushed to read and spell cvc words</b></p>	

	<p>by sight: go, of, are, see, no.</p> <p>ELAGSEKRL2-Retelling g ELAGSEKRL1: Answer questions</p>	<p>Informally assess sight word recognition: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she, said, like, a, do, was, go, of, are, see, no.</p> <p>Review retelling stories and informally assess RL2</p>	<p>Students who know sight words will be pushed to spell them</p>	<p>Focus on retelling in Read-Aloud and Guided reading groups</p>
<p>9/17-9/21</p>	<p>Phonemic Awareness: ELAGSEKRF2 b Syllable deletion</p> <p>Phonics: ELAGSEKRF3 introduce letter names k v w y</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: an, am, all, some, not.</p>	<p><b>Formally assess syllable deletion, counting and blending</b></p> <p><b>Formally assess b f m n i u c o a g d e r s p j l h k v w y</b></p> <p><b>Formally assess sight word recognition: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she, said, like, a, do, was, go, of, are, see, no,</b></p>	<p><b>N/A</b></p> <p><b>Students who know letter names and sounds will be push to read and spell CVC words and digraphs</b></p> <p><b>Students who know sight words will be pushed to spell sight words</b></p>	

	<p>ELAGSEKRL3-setting and characters  ELAGSEKRL1: Answer questions and come up with questions</p>	<p><b>an, am, all, some, not.</b></p> <p>Informally assess  ELAGSEKRL3</p>		<p>Focus on characters and settings in Read-Aloud and guided reading</p>
9/24-9/28	<p>Phonemic Awareness  ELAGSEKRF2 a  Recognize rhyming words</p> <p>Phonics:  ELAGSEKRF3  Introduce x, z, qu</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: this, on, up, that, with.</p> <p>ELAGSEKRL2: Retell  ELAGSEKRL1: Answer questions and come up with questions I</p>	<p>Informally assess students on recognizing rhyming words</p> <p>Informally assess  b f m n i u c o a  g d e r s p j l a h  k v w y x z qu</p> <p>Informally assess sight word recognition: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she, said, like, a, do, was, go, of, are, see, no, an, am, all, some, not, this, on, up, that, with</p> <p>Informally assess RL2</p>	<p>N/A</p> <p>Students who know letter names and sounds will be introduced to digraphs and pushed to spell cvc words</p> <p>Students who know sight words will be pushed to spell them</p>	<p>Retell stories in Read-Aloud and guided reading</p>

10/1-10/5	<p>Phonemic Awareness ELAGSEKRF2 a Recognize rhyming words</p> <p>Phonics: ELAGSEKRF3 Review letter names: b f m n i u c o a g d e r s p j l a h k v w y x z qu</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: eat, for, his, her, him.</p> <p>ELAGSEKRL3:Major Events- problem and solution ELAGSEKRL1: Answer questions and come up with questions</p>	<p><b>Formally assess students on recognizing rhyming words</b></p> <p><b>Formally assess students on all letter names and sounds</b></p> <p><b>Formally assess sight word recognition:</b> the, and, to, my, I, is, in, it, can, you, he, me, be, we, she, said, like, a, do, was, go, of, are, see, no, an, am, all, some, not, this, on, up, that, with, eat, for, his, her, him.</p> <p>Review problem and solution and informally assess</p>	<p><b>N/A</b></p> <p><b>Students who know letter names and sound will be introduced to digraphs and pushed to read CVC words</b></p> <p><b>Students who can read sight words will be pushed to spell sight words</b></p>	<p>Discuss problem and solution during Read-Aloud and guided reading</p>
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Date	Standard	Assessment	Extension	Additional Info.
8/14-8/18	<p>Concepts About Print ELAGSEKRF1 a b c -follow words from left to right -recognize the spoken words are represented in written language by specific sequences of letters -understand there are spaces between words</p> <p>Writing: ELAGSEKW3- Narrative ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKRF1 c -Recognize there are spaces between words</p> <p>Language: ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 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>	<p>Concepts about print informal assessment</p> <p><b>Formally pre-assess students with narrative writing prompt</b></p> <p>Observed in Morning Meeting and turn and talks during whole group reading time</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Writing comes from Bend 1- using pictures and words to write a story, sounded words as they write, planning sentences</p>

8/21-8/25	<p>Concepts About Print ELAGSEKRF1 a b c -follow words from left to right -recognize the spoken words are represented in written language by specific sequences of letters -understand there are spaces between words</p> <p>Writing: ELAGSEKW3- Narrative ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers and peers ELAGSEKRF1 c -Recognize there are spaces between words</p> <p>Language: ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns</p>	<p><b>Formal concepts about print assessment</b></p> <p>Conferencing with teacher</p> <p>Observed in Morning Meeting and turn and talks during whole group reading time</p>	N/A	<p>Writing: Bend 2- planning out stories, revising with teachers</p>

	speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges			
8/28-9/1	<p>Writing:  ELAGSEKW3- Narrative  ELAGSEKL2  c d- use letter names for letter sounds and sound out simple words  ELAGSEKW5-accept feedback from teachers and peers  ELAGSEKRF1 c  -Recognize there are spaces between in words</p> <p>Language:  ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Conferencing with teacher</p> <p>Observed and focused on during morning meeting</p>	<p>Students who are showing mastery in these skills will be pushed to share their papers with other peers for feedback and assist other students</p>	<p>Writing: Bend 3- planning stories, adding details to stories, stretching out words</p>
9/4-9/08	<p>Writing:  ELAGSEKW3- Narrative  ELAGSEKL2  c d- use letter names for letter sounds and sound out simple words  ELAGSEKW5-accept feedback from teachers and peers  ELAGSEKRF1 c  -Recognize there are spaces between in words  ELAGSEKL1  -produce sentences</p>	<p>Conferencing with teacher</p>	<p>Students who are showing mastery in these skills will be pushed to share their papers with other peers for feedback and assist other students - they will also be pushed to use periods</p>	<p>Writing from Lucy Calkins  -Writing for Readers- Bend 1-learn that students edit their stories, students write in sentences, continue to review students use spaces in their words and plan out their stories</p>

	<p>Language          ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Observed during morning meeting discussion and</p>		
<p>9/11-9/15</p>	<p>Writing:          ELAGSEKW3- Narrative          ELAGSEKL2          c d- use letter names for letter sounds and sound out simple words          ELAGSEKW5-accept feedback from teachers and peers          ELAGSEKRF1 c          -Recognize there are spaces between in words          ELAGSEKL1          -produce sentences          ELAGSEKL1:Print many uppercase and lowercase letters</p>	<p>Conferencing with teacher</p>	<p>Students who are showing mastery in these skills will be pushed to share their papers with other peers for feedback and assist other students - they will also be pushed to use periods</p>	<p>Bend 2- Tools          Give Writers          Extra          Power-focus on vowel sounds when writing, teach students how to use checklists</p>
<p>9/18-9/22</p>	<p>Writing:          ELAGSEKW3- Narrative          ELAGSEKL2          c d- use letter names for letter sounds and sound out simple words          ELAGSEKW5-accept feedback from teachers and peers          ELAGSEKRF1 c          -Recognize there are spaces between in words          ELAGSEKL1          -produce sentences</p>		<p>Students who are showing mastery in these skills will be pushed to share their papers with other peers for feedback and assist other students - they will also be pushed to use periods</p>	<p>Bend III          -students works with partners to work on revisions</p>

	<p>ELAGSEKL1:Print many uppercase and lowercase letters</p>			
<p>9/25-9/29</p>	<p>Writing:  ELAGSEKW3- Narrative  ELAGSEKL2  c d- use letter names for letter sounds and sound out simple words  ELAGSEKW5-accept feedback from teachers and peers  ELAGSEKRF1 c  -Recognize there are spaces between in words  ELAGSEKL1  -produce sentences  ELAGSEKL1:Print many uppercase and lowercase letters  ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers</p>		<p>Students who are showing mastery in these skills will be pushed to share their papers with other peers for feedback and assist other students - they will also be pushed to use periods - they will also be challenged to capitalize the sight words I and the first word of a sentence</p>	<p>Bend IV-Students write, revise and publish and piece</p>

10/2-10/4	<p>Writing:            ELAGSEKW3- Narrative            ELAGSEKL2            c d- use letter names for letter sounds and sound out simple words            ELAGSEKW5-accept feedback from teachers and peers            ELAGSEKRF1 c            -Recognize there are spaces between in words            ELAGSEKL1            -produce sentences            ELAGSEKL1:Print many uppercase and lowercase letters            ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers</p>	<b>Narrative Writing Assessment on prompt</b>	<p>Students who are showing mastery in these skills will be pushed to share their papers with other peers for feedback and assist other students - they will also be pushed to use periods - they will also be challenged to capitalize the sight words I and the first word of a sentence</p>	<p>Bend IV-Students write, revise and publish and piece</p>
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Math				
Date	Standard	Assessment	Extension	Additional Info.
8/14-8/18	<p>Module 1(10 days)</p> <p>M.CC.K.1 Introduce counting to Count to 100 by 1s</p> <p>M.CC.K.3</p>	<b>Orally pre-assess students counting and marked on checklist</b>	<p><b>Students who understand counting by 1s will practice counting by 10s</b></p> <p><b>Students who can write numbers 0-10</b></p>	

	<p>Practice writing numbers 0-10</p> <p>M.CC.K.5 -Count to answer “How Many?” questions</p>	<p><b>Pre-assess students writing numbers 0-20</b></p>	<p><b>will work on 0-20</b></p>	
8/21-8/25	<p>Module 1(10 days)</p> <p>M.CC.K.1 Continue counting to Count to 100 by 1s</p> <p>M.CC.K.3 Practice writing numbers 0-20</p> <p>MGSEK.CC.4 a- one to one correspondence when counting</p> <p>M.CC.5 Count to answer</p> <p>K. MD. 3 Classify objects, count objects</p>	<p>Informally check students on counting 0-100, identifying and writing numbers 0-20.</p> <p><b>Module 1 Assessment</b></p>	<p><b>Students who understand counting by 1s will practice counting by 10s</b></p> <p><b>Students who can write their numbers up to 20 will practice writing numbers up to 100</b></p>	
8/28-9/1	<p>Module 2(12 days) (Continue with K.CC 1,3,4,5)</p> <p>K.G.1 Describe objects using names of shapes</p> <p>K.G.2 Correctly name shapes</p> <p>K.G.4 Analyze and compare two and three dimensional shapes</p>	<p>Informally assess students on counting 0-100, writing and identifying numbers 0-20 and counting objects up to 20</p>	<p><b>Students who know their shapes will be challenged with composing and decomposing shapes</b></p>	

<p>9/4-9/8</p>	<p>Module 2(12 days)  K.G.1  Describe objects using names of shapes</p> <p>K.G.2  Correctly name shapes</p> <p>K.G.3  Identify shapes as two or three dimensional</p> <p>K.G.4  Analyze and compare two and three dimensional shapes</p> <p>K.MD. 3  Classify objects into categories</p>	<p><b>Preassess students on counting to 100 by 10s and counting on from a given numbers</b></p> <p>Continue to observe and assess writing and identifying numbers 0-20 and one to one correspondence</p> <p><b>Module 2 Assessment</b></p>	<p><b>Students who know their shapes will be challenged with composing and decomposing shapes</b></p>	
<p>9/11-9/15</p>	<p>Module 3(25 days)  K. MD. 1  Describe measurable attributes of objects(length, weight)  K.MD. 2  Compare two objects</p> <p>K.CC.6  Identify whether one group of objects is great or less than</p>	<p>informally assess counting by 1s and 10s to 100, writing numbers 0-20, and counting skills</p>	<p><b>Students who understand comparing numbers 0-10 will move on to numbers 10-20</b></p>	

9/18-9/22	Module 3(25 days)  K.CC. 6 Identify whether one group of objects is great or less than  K.CC.7 Compare two numbers between 1 and 10 as written numerals	informally assess counting by 1s and 10s to 100, writing numbers 0-20, and counting skills		
9/25-9/29	Module 3 K.CC. 6 Identify whether one group of objects is great or less than  K.CC.7 Compare two numbers between 1 and 10 as written numerals	Informally assess counting by 1s and 10s to 100, writing numbers 0-20, and counting skills	<b>Students who can compare groups will work on making groups even</b>  <b>Students who understand comparing two numbers 0-10 will work on numbers 0-20</b>	
10/2-10/4	Module 3 K. MD. 1 Describe measurable attributes of objects(length, weight) K.MD. 2 Compare two objects	<b>Mid-Module Assessment</b>	<b>N/A</b>	

Science			o
Date	Standard	Assessment	Additional Info.

8/21-8/25	SKE1 Day and Night what is in the the daytime sky? what is in the nighttime sky?	Pictures students draw of day and night time sky	-classify objects in day and night time sky
8/28-9/1	SKE1 Day and Night what is in the the daytime sky? what is in the nighttime sky?	Students take drawings and turn them in models	
9/5-9/8	SKE1 Day and Night what is in the the daytime sky? what is in the nighttime sky?	<b>Students continue to take drawings and turn them into models</b>	
9/11-9/15	SKP2 -investigate the different ways things move -determine the relationship between objects and their motions -force	Oral assessment marked on check list	Motion
9/18-9/22	SKP2 -investigate the different ways things move -determine the relationship between objects and their motions -force	<b>Students create different models on motions and teach other grades about how the objects move</b>	

Social Studies			
Date	Standard	Assessment	Additional Info.
8/01-8/4	SSKCG1 -Importance of following good citizenship and following rules -how rules are made and why -why we follow rules	Observation marked on checklist and point system	Importance of Rules

8/7-8/11	SSKCG1 -Importance of following good citizenship and following rules -how rules are made and why -why we follow rules	Observation marked on checklist and point system	
8/14-8/18	SSKCG1 -Importance of following good citizenship and following rules -how rules are made and why -why we follow rules  SSKHa American Flag  SSKH2 a, c -Pledge of allegiance and star spangled banner (Discussed during morning meeting)	Observation marked on checklist and point system  <b>-Color in a picture of the American Flag</b>  <b>Pledge of allegiance and Star Spangled Banner Orally Assessed marked on checklist</b>	
8/21-8/25	SSKH2 a, c -Pledge of allegiance and star spangled banner (Discussed during morning meeting)  SSKH2 a State Flag	<b>Pledge of allegiance and Star Spangled Banner Orally Assessed marked on checklist</b>  <b>Coloring in picture of state flag</b>	
8/28-9/2	SSKH1d Labor Day	<b>-be able to explain the importance of labor day observed on checklist</b>	
10/2-10/4	SSKH1 b Columbus Day	<b>be able to explain the importance of Columbus day</b>	Columbus Day

		<b>observed on checklist</b>	
8/22-10/4	<p>SSKH3</p> <ul style="list-style-type: none"> <li>-Correctly use the words and phrases related to chronological time (first introduced in calendar time)</li> <li>-Words: Before and After</li> <li>-This skill will be ongoing throughout the year</li> </ul>	<p>Observations through calendar math and marked on checklist</p>	