

Curriculum Map

QTR 2:	Grade: Kindergarten	YEAR: 2018-2019
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Reading				
Date	Standard	Assessment	Extension	Additional Info.
10/15-10/19	<p>Phonemic Awareness: ELAGSEKRF2D- isolate and identify beginning sounds of words</p> <p>Phonics: ELAGSEKRF3 Phonics: review letters and sounds and introduce k, v,w, y -Go over CVC words</p> <p>ELAGSEKRF4: Read p-common high-frequency words by sight: an, am, all, some, not.</p> <p>ELAGSEKRL3: Identify Major Events (problem and solutions) ELAGSEKRL1: Answer Questions</p>	<p>Informally assess beginning sounds of words</p> <p>Informally assess previous letter names and sounds along with k, v,w, y</p> <p>Informally assess: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she, said, like, do, was, go, of, are, see, no, an, am, all, some, not,</p>	<p>NA</p> <p>Students who know letter names and sounds will work digraphs and reading words with digraphs</p> <p>Students who know sight words will be pushed to spell sight words.</p>	
10/22-10/26	<p>Phonemic Awareness: ELAGSEKRF2D- isolate and identify beginning sounds of words</p> <p>Phonics: ELAGSEKRF3 Phonics: review letters and sounds and introduce x, z, qu -Go over CVC words</p>	<p>Formally assess letter names and sounds</p> <p>Formally assess sight words: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she,</p>	<p>N/A</p> <p>Students who know letter names and sounds will</p>	

	<p>ELAGSEKRF4: Read p-common high-frequency words by sight: this, on, up, that, with</p> <p>ELAGSEKRL2: Retelling ELAGSEKRL1: Answer Questions</p>	<p>said, like, do, was, go, of, are, see, no, an, am, all, some, not, this on, up, that with</p> <p>Informally assess retelling in guided reading</p>	<p>practice reading/writing words with digraphs.</p> <p>Students who know sight words will be pushed to spell sight words.</p>	
10/29/-11/2	<p>Phonemic Awareness: ELAGSEKRF2D- isolate and identify beginning sounds of words</p> <p>Phonics: ELAGSEKRF3 Phonics: review letters and sounds and introduce digraphs sh and ch.</p> <p>ELAGSEKRF4: Read p-common high-frequency words by sight: REVIEW</p>	<p>Informally assess beginning sounds</p> <p>Informally assess sh and ch.</p> <p>Informally assess: the, and, to, my, I, is, in, it, can, you, he, me, be, we, she, said, like, do, was, go, of, are, see, no, an, am, all, some, not, this, on, up, that, with.</p>	<p>NA</p> <p>Students who know digraphs and cvc words will move on to blends.</p> <p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	<p>Extend retelling skill to guided reading</p>

	<p>ELAGSEKRL2: Retell familiar stories using details</p> <p>ELAGSEKRL1:Ask and answer questions</p>	<p>Students informally assessed on RL2</p>		<p>Prompt students to ask questions about the text.</p>
11/5-11/9	<p>Phonemic Awareness:</p> <p>Phonemic Awareness: ELAGSEKRF2D- isolate and identify beginning and ending sounds of words</p> <p>Phonics: ELAGSEKRF3 Review sh and ch and introduce th and wh</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: eat, for, his, her, him.</p> <p>ELAGSEKR2: Retelling and summarize ELAGSEKRL1: Answer Questions</p>	<p>Formally assess beginning and ending sounds of words</p> <p>Formally assess sh, ch, th, & wh.</p> <p>Informally assess: eat, for, his, her, him.</p> <p>Informally assess RL3</p>	<p>NA</p> <p>Students who know digraphs and cvc words will move on to blends/glued sounds. They will also be introduced to the CK rule</p> <p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	<p>Teach students how to quickly summarize a</p>

				story to share the main idea.
11/12-11/16	<p>Phonemic Awareness: ELAGSEKRF2D- isolate and identify middle sounds of words</p> <p>Phonics: ELAGSEKRF3 Review digraphs and introduce -ck rule</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: they, as, at, put, what</p> <p>ELAGSEKR3: Story structure- characters</p>	<p>Informally assess middle sounds of words</p> <p>Formally assess: -ck rule</p> <p>Formally assess: eat, for, his, her, him, they, as, at, put, what</p> <p>Informally assess RL3</p>	<p>NA</p> <p>Students who know digraphs and cvc words will move on to blends/glued sounds.</p> <p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	<p>Go over how characters can change as the story goes on</p>

	ELAGSEKRL1: Answer Questions and ask questions			
11/26-11/30	<p>Phonemic Awareness: ELAGSEKRF2D- isolate and identify middle sounds of words</p> <p>Phonics: ELAGSEKRF3 -introduce glued sounds- ank, unk, ink, onk, am, an, all</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: one, two, from, have, were</p> <p>ELAGSEKRL3-story structure- setting- time of year</p> <p>ELAGSEKRL1: Answer Questions and Ask questions</p>	<p>Formally assess middle sounds of words</p> <p>Informally assess glued sounds - ank, unk, ink, onk, am, an, all</p> <p>Informally assess: eat, for, his, her, him, they, as, at, put, what, one, two, from, have, were</p> <p>Review retelling stories and informally assess RL2</p>	<p>NA</p> <p>NA</p> <p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	<p>Have students understand how time of year is important to the setting</p>

<p>11/3-12/7</p>	<p>Phonemic Awareness: ELAGSEKRF2- phoneme deletion- beginning sound</p> <p>Phonics: ELAGSEKRF3 -review past glued sounds and introduce ang, ong, ing,ung</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: or, by, up, had, but</p> <p>ELAGSEKRL2-Summar izing- ELAGSEKRL1: Answer questions</p>	<p>Informally assess beginning sound deletion</p> <p>Formally assess: Glued sounds & ang, ong, ing, ung.</p> <p>Formally Assess: eat, for, his, her, him, they, as, at, put, what, one, two, from, have, were, or, by, up, had, but.</p> <p>.</p> <p>Review retelling stories and informally assess RL2</p>	<p>NA</p> <p>NA</p> <p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	<p>Have students pull out the important events from a story.</p>
<p>12/10-12/14</p>	<p>Phonemic Awareness ELAGSEKRF2- phoneme deletion- beginning sound</p>	<p>Formally assess beginning sound deletion</p>	<p>NA</p>	

	<p>Phonics: ELAGSEKRF3 introduce blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: love, our, there, little, if</p> <p>ELAGSEKRL3-story structure- character traits ELAGSEKRL1: Answer questions and come up with questions</p>	<p>Informally assess: blends</p> <p>Informally assess: eat, for, his, her, him, they, as, at, put, what, one, two, from, have, were, or, by, up, had, but, love, our, there, little, if.</p> <p>Informally assess ELAGSEKRL3</p>	<p>NA</p> <p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p> <p>NA</p>	<p>Talk about how characters can change throughout a story.</p>
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<p>12/17-12/21</p>	<p>Phonemic Awareness ELAGSEKRF- final phoneme deletion</p> <p>Phonics: ELAGSEKRF3 Continue with blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: your, good, when, went, use</p> <p>ELAGSEKRL3: major events- problem and solution</p> <p>ELAGSEKRL1: Answer questions and come up with questions I</p>	<p>Informally assess final sound deletion</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>Formally assess blends</p> <p>Formally assess: eat, for, his, her, him, they, as, at, put, what, one, two, from, have, were, or, by, up, had, but, love, our, there, little, if, your, good, when, went, use</p> <p>Informally assess RL2</p>	<p>Students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	<p>Review problem and solution in guided reading</p>
<p>PUT ALL OF THIS IN QUARTER 3 CURRICULUM MAP.</p>	<p>Phonemic Awareness ELAGSEKRF-final sound deletion</p> <p>Phonics: ELAGSEKRF3 continue with blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: each, which, would, should, could</p>	<p>Formally assess final sound deletion</p> <p>Informally assess: blends</p> <p>Informally assess: eat, for, his, her, him,</p>	<p>NA</p> <p>Students who know sight words will be pushed to write a sentence</p>	

	<p>ELAGSEKRL3:Major Events- problem and solution ELAGSEKRL1: Answer questions and come up with questions</p>	<p>they, as, at, put, what, one, two, from, have, were, or, by, up, had, but, love, our, there, little, if, your, good, when, went, use, each, which, would, should, could</p> <p>Review problem and solution and informally assess</p>	<p>using 1 or more sight words.</p>	<p>Discuss problem and solution during Read-Aloud and guided reading</p>
<p>PUT ALL OF THIS IN QUARTER 3 CURRICULUM MAP.</p>	<p>ELAGSEKRF2-review beginning and ending sounds ELAGSEKRF3 continue with blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: REVIEW</p> <p>Review RL3</p>	<p>Formally assess: blends</p> <p>Formally assess:: eat, for, his, her, him, they, as, at, put, what, one, two, from, have, were, or, by, up, had, but, love, our, there, little, if, your, good, when, went, use, each, which, would, should, could</p>	<p>students who know sight words will be pushed to write a sentence using 1 or more sight words.</p>	

		Formally assess students with fountas and pinnel		
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Language Arts				
Date	Standard	Assessment	Extension	Additional Info.
10/15-10/19	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	Conferencing with teacher	Students who have mastered these skills will work on giving meaningful peer feedback.	Bend 2- Tools Give Writers Extra Power-focus on vowel sounds when writing, teach students how to use checklists
10/22-10/26	Writing: ELAGSEKW3- Narrative ELAGSEKL2		Students who have mastered these skills will work on giving	

	<p>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-focus on teaching students how we use an uppercase letter for the first letter of a sentence</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.</p>	<p>Conferencing with teacher</p> <p>Observed in Morning Meeting and turn and talks during whole group reading time</p>	<p>meaningful peer feedback.</p>	
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	Continue a conversation through multiple exchanges			
10/29-11/2	<p>ELAGSEKW3- Narrative ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers and peers-focus on revising ELAGSEKRF1 c -Recognize there are spaces between in words ELAGSEKL1 -produce sentences ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an uppercase letter for the first letter of a sentence</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 have mastered these skills will work on giving meaningful peer feedback.</p>	<p>Writing:Focus on going back and making writing legible</p>
11/5-11/9	<p>ELAGSEKW3- Narrative ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers</p>	<p>Conferencing with teacher</p>	<p>Students who have mastered these skills will work on giving meaningful peer feedback.</p>	<p>Writing: continue to focus on making writing legible</p>

	<p>and peers-focus on revising ELAGSEKRF1 c -Recognize there are spaces between in words ELAGSEKL1 -produce sentences ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an uppercase letter for the first letter of a sentence</p> <p>Language ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Observed during morning meeting discussion and</p>		
<p>11/12-11/16</p>	<p>Writing: ELAGSEKW3- Narrative-adding more detail ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers and peers-focus on revising ELAGSEKRF1 c -Recognize there are spaces between in words ELAGSEKL1 -produce sentences ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an</p>	<p>Conferencing with teacher</p>	<p>Students who have mastered these skills will work on giving meaningful peer feedback.</p>	<p>Focus: adding more detail to writing</p>

	uppercase letter for the first letter of a sentence			
11/26-11/30	<p>Writing:</p> <p>ELAGSEKW3- Narrative-adding more detail</p> <p>ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words</p> <p>ELAGSEKW5-accept feedback from teachers and peers-focus on revising</p> <p>ELAGSEKRF1 c -Recognize there are spaces between in words</p> <p>ELAGSEKL1 -produce sentences</p> <p>ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an uppercase letter for the first letter of a sentence</p>		Students who have mastered these skills will work on giving meaningful peer feedback.	Continue to focus on adding detail to writing

<p>12/3-12/7</p>	<p>Writing: ELAGSEKW3- Narrative-adding more detail ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers and peers-focus on revising ELAGSEKRF1 c -Recognize there are spaces between in words ELAGSEKL1 -produce sentences ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an uppercase letter for the first letter of a sentence</p>		<p>Students who have mastered these skills will work on giving meaningful peer feedback.</p>	<p>Continue focusing on adding details</p>
<p>12/10-12/14</p>	<p>Writing: ELAGSEKW3- Narrative-adding more detail ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers and peers-focus on revising ELAGSEKRF1 c -Recognize there are spaces between in words ELAGSEKL1 -produce sentences</p>	<p>Narrative Writing Assessment on prompt</p>	<p>Students who have mastered these skills will work on giving meaningful peer feedback.</p>	<p>Focus on Publishing pieces</p>

	<p>ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an uppercase letter for the first letter of a sentence</p>			
<p>12/17-12/21</p>	<p>Writing: ELAGSEKW3- Narative-adding more detail ELAGSEKL2 c d- use letter names for letter sounds and sound out simple words ELAGSEKW5-accept feedback from teachers and peers-focus on revising ELAGSEKRF1 c -Recognize there are spaces between in words ELAGSEKL1 -produce sentences ELAGSEKL1:Print many uppercase and lowercase letters-focus on teaching students how we use an uppercase letter for the first letter of a sentence</p>		<p>Students who have mastered these skills will work on giving meaningful peer feedback.</p>	<p>Focus on publishing pieces</p>

Math				
Date	Standard	Assessment	Extension	Additional Info.
10/15-10/19	<p>K.MD 1 describe attributes of objects such as length</p> <p>K. MD 2 compare two objects with measurable attributes in common</p> <p>M.CC.K.- writing numbers 0-20</p>	Informally assess using practice sets	N/A	<p>Module 3: Comparison of Length, and Numbers to 10</p> <p>Topic A: Comparison of Length and Height</p> <p>Lessons 1-3 (3 days)</p>
10/22-10/26	<p>K.MD 1 describe attributes of objects such as length</p> <p>K. MD 2 compare two objects with measurable attributes in common</p> <p>M.CC.K.- writing numbers 0-20</p>	Informally assess using practice sets	N/A	<p>Module 3: Topic B: comparison of length and height of linking cubes within 10</p> <p>Lessons 4-7 (4 days)</p>
10/29-11/2	<p>K.MD 1 describe attributes of objects such as length</p> <p>K. MD 2 compare two objects with measurable attributes in common</p> <p>M.CC.K.- writing numbers 0-20</p>	Informally assess using practice sets	N/A	<p>Module 3: Topic C: Comparison of Weight</p> <p>Lessons 8-12 (5 days)</p>
11/5-11/9	<p>K.MD 1 describe attributes of objects such as length</p> <p>K. MD 2 compare two objects with measurable attributes in common</p>	Mid module assessment from Eureka	Students who can come groups will work on comparing numbers	Topic D: Volume Lessons 13-15

	K.CC. 6 identify whether a group of objects is greater than or less than or equal to M.CC.K.- writing numbers 0-20	Informally assess using practice sets		Module 3: Topic E: Is there enough? Lessons 16-19 (4 days)
11/12-11/16	K.CC. 6 identify whether a group of objects is greater than or less than or equal to K.CC.7 Compare two numbers between 1 and 10	Informally assess using practice sets	Students who can compare 1-10 will compare 10-20 and will be introduced to 10s and 1s.	Module 3: Topic F: Comparison of Sets within 10 Lessons 20-24
11/26-11/30	K.CC. 6 identify whether a group of objects is greater than or less than or equal to K.CC.7 Compare two numbers between 1 and 10	Informally assess using practice sets	Students who can compare 1-10 will compare 10-20 and will be introduced to 10s and 1s.	Module 3: Topic G Comparison of Numerals Lessons 25-28 (4 days)
12/3-12/7	K.MD 1 describe attributes of objects such as length K. MD 2 compare two objects with measurable attributes in common	End of Module Assessment		Module 3: Topic H: Clarification of Measurable Attributes Lessons 29-32 (4 days)
12/10-12/21	Catch up	Slow Down as need till Xmas Break		

Science			o
Date	Standard	Assessment	Additional Info.
10/15-12/21	NO SCIENCE IS TAUGHT THIS QUARTER		

Social Studies			
Date	Standard	Assessment	Additional Info.
10/15-10/19	SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.	Informally assess students on their understanding of community helpers	
10/22-10/26	SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc	Informally assess students on their understanding of community helpers	
10/29-11/2	SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc- Start to focus more on fire fighters	Informally assess students on their understanding of community helpers	Students start to collect information to create fire safety plans for school
11/5-11/9	SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc- continue to focus more on fire fighters	Informally assess students on their understanding of community helpers	Students continue collect information to create fire safety plans for school
11/12-11/16	SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher, etc- Start to focus more on fire fighters	Informally assess students on their understanding of community helpers	Create and share fire safety plans with school
11/26-11/30	SSKE2 Explain that people earn income by working. SSKE3b-introduce different coins and money		Review community helpers from weeks before and start studying how you work to earn morning

12/3-12/7	<p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3b-introduce different coins and money</p> <p>SSKE3a- distinguish between goods and services</p>		<p>Continue to talk about money and how people work to make a living</p> <p>Talk about how they can use their money on goods or services- talk about different goods and services</p>
12/10-12/14	<p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3b-introduce different coins and money</p> <p>SSKE3a- distinguish between goods and services</p> <p>SSKE4 Explain that people must make choices because they cannot have everything they want.</p>		<p>Continue to talk about money and how people work to make a living</p> <p>Talk about how they can use their money on goods or services- talk about different goods and services and talk about how they have to make choices</p>
12/17-12/21	<p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3b-introduce different coins and money</p> <p>SSKE3a- distinguish between goods and services</p> <p>SSKE4 Explain that people must make choices because they cannot have everything they want.</p>		<p>Continue to talk about money and how people work to make a living</p> <p>Talk about how they can use their money on goods or services- talk about different goods and services and talk</p>

			about how they have to make choices
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