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| QTR 3: | Grade: Kindergarten | YEAR: 2018-2019 |
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| Language Arts |   |   |   |
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| Date          | Standard  | Assessment  | Additional Info.  |
| 1/7-1/11      | Informational Writing<br>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.   | <b>-Formally assess narrative writing (post-assessment... this was taught in Q2).</b><br><br><b>-Formally assess informational writing (pre-assessment)</b> | Students will write books based on information they know. |
| 1/14-1/18     | Informational Writing<br>Informational Writing<br>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.<br><br>-ELAGSEKL2- capitalize the first letter of sentence and the letter I - push students by showing them how you capitalize names, months, days, etc. | Conferencing with teacher<br><br><b>-Formally assess capitalization</b>   | Students will write books based on information they know. |
| 1/21-1/25     | Informational Writing<br>Informational Writing  | Conferencing with teacher   | Students will write books based on information they know. |

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|          | <p>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Introduce question and statement- ELAGSEKL2- understand and use question words</p>                           | <p>-Informally assess the difference between a question and a statement.</p>  |   |
| 1/28-2/1 | <p>Informational Writing<br/>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Introduce question and statement- ELAGSEKL2- understand and use question words</p> | <p>Conferencing with teacher</p> <p><b>-Formally assess the difference between a question and statement; assess students ability to produce questions and statements.</b></p> | <p>Students will write books based on information they know.</p> <p>Students will write informational books about firefighters for our PBL.</p> |
| 2/4-2/8  | <p>Informational Writing<br/>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in</p>  | <p>Conferencing with teacher</p> <p><b>-Formally assess informational writing</b></p>   | <p>Students will write books based on information they know.</p> <p>Students will write informational books</p>                                 |

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|           | <p>which they name what they are writing about and supply some information about the topic.</p> <p>ELAGSEKL2- recognize, name and use ending punctuation</p>   | <p><b>(post-assessment)</b></p> <p>-Informally assess ending punctuation</p>  | <p>about firefighters for our PBL.</p>   |
| 2/11-2/15 | <p>Informational Writing<br/>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Go over pre-planning and thinking about steps before writing. At the end of the week check to see “ can we follow this?”</p> <p>ELAGSEKL2- recognize, name and use ending punctuation</p> | <p>Conferencing with teacher</p> <p><b>-Formally assess How-to books (pre-assessment)</b></p> <p><b>-Formally assess ending punctuation</b></p> | <p>Students will write How-to books based on information they know (Lucy bend I).</p>  |
| 2/18-2/22 | <p>Informational Writing<br/>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are</p>   | <p>Conferencing with teacher</p>  | <p>Students will write How-to books based on information they know (Lucy bend II).</p> |

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|                 | <p>writing about and supply some information about the topic</p> <p>Review planning steps for how to books, review “can i follow this?”, and introducing using the word You when writing</p> <p>ELAGSEKL1c- introduce how to make words plural ( s or es)</p>  | <p>-Informally assess plural words</p>                                       |   |
| <p>2/25-3/1</p> | <p>Informational Writing<br/>ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Review planning steps for how to books, review “can i follow this?”, and review using the word You when writing, and go over introductions and conclusions</p> <p>ELAGSEKL1c- go over how to make words plural ( s or es)</p> | <p>Conferencing with teacher</p> <p><b>-Formally assess plural words</b></p> | <p>Students will write How-to books based on information they know (Lucy bend III).</p> |

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| 3/4-3/8 | <p>Informational Writing<br/>         ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Review planning steps for how to books, review “can i follow this?”, and review using the word You when writing, review introductions and conclusion and introduce.</p> <p>Review - punctuation, capitalization, question/statements, and plural words.</p> | <p>Conferencing with teacher</p> <p><b>-Formally assess how-to books (post-assessment)</b></p> <p><b>-Formally assess punctuation, capitalization, question/statements, and plural words</b></p> | <p>Students will write How-to books based on information they know (Lucy bend IV).</p> |
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| Reading |          |            |                  |
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| <p>1/7-1/11</p>  | <p>Phonemic Awareness<br/>ELAGSEKRF-initial phoneme deletion</p> <p>ELAGSEKRL7- ask and answer questions about text</p> <p>ELAGSEKRL3- students focus on problem and solution</p> <p>ELAGSEKRF3:review, digraphs, and introduce glued sounds am, an, all</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: each, which, would, should, could.</p> | <p>Informally assess students on RL3 and RL7</p> <p>Informally assess digraphs &amp; glued sounds</p> <p>Informally assess all sight words</p>   | <p>Text Talk: <i>Gregory the Terrible Eater</i><br/><u>vocabulary:</u><br/>Average<br/>Fussy<br/>Revolting<br/>Terrible<br/>Appropriate<br/>Nutritious</p> |
| <p>1/14-1/18</p> | <p>Phonemic Awareness<br/>ELAGSEKRF2e-final phoneme deletion</p> <p>ELAGSEKRL7- ask and answer questions about text</p> <p>ELAGSEKRL3- students observe how traits and how the character changes in the story</p> <p>ELAGSEKRF3-review an, am, all and introduce glued sounds ank, onk, unk, ink</p>  | <p>Informally assess students on RL3 and RL7</p> <p><b>Formally assess glued sounds: an, am, &amp; all.</b></p> <p><b>Formally assess final and initial sound deletion</b></p> <p><b>Formally assess all sight words</b></p> | <p>Text Talk: <i>Sheila Rae the Brave</i><br/><u>vocabulary:</u><br/>Convince<br/>Fearless<br/>Frightening<br/>Occurred<br/>Daring<br/>Switch</p>          |

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|           | <p>ELAGSEKRF4: Read common high-frequency words by sight: how, their, says, will, then.</p>  |  |  |
| 1/21-1/25 | <p>ELAGSEKRF2e<br/>Phonemic Awareness beginning sound manipulation</p> <p>ELAGSEKRL7- ask and answer questions about text</p> <p>ELAGSEKRL2- students will focus on how the setting is important to the story</p> <p>ELAGSEKRF3-review an, am, all, ank, onk, unk, ink and introduce ang, ong, ung, ing</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: them, come, has, look, been.</p> | <p>Informally assess students on RL2 and RL7</p> <p><b>Formally assess glued sounds: an, am, all, ank, onk, unk, ink.</b></p> <p>Informally assess all sight words</p> | <p>Text Talk: Big AI <u>vocabulary</u>:<br/>Clumsy<br/>Expect<br/>Tremendous<br/>Trust<br/>Congenial<br/>Determined</p>        |
| 1/28-2/1  | <p>ELAGSEKRF2e<br/>Phonemic Awareness beginning sound manipulation</p> <p>ELAGSEKRL7- ask and answer questions about text</p>  | <p>Informally assess students on nonfiction text features: photographs and table of contents</p> <p>Informally assess glued sounds: an,</p>                            | <p>Text Talk: Popcorn Dragon <u>vocabulary</u>:<br/>Envious<br/>Forlorn<br/>Politely<br/>Scorched<br/>Abilty<br/>Overjoyed</p> |

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|           | <p>ELAGSEKRL2- students will focus on how the character changes throughout the story</p> <p>ELAGSEKRF3-review an, am, all, ank, onk, unk, ink and ang, ong, ung, ing</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: did, get, where, who, what.</p>             | <p>am, all, ank, onk, unk, ink, ang, ong, ung, &amp; ing</p> <p><b>Formally assess all sight words</b></p>   |  |
| 2/4-2/8   | <p>ELAGSEKRF2e Phonemic Awareness middle sound manipulation</p> <p>ELAGSEKRL7- ask and answer questions about text</p> <p>ELAGSEKRL2- students will retell stories with prompting</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: so, say, down, make, many.</p> | <p>Informally assess students on nonfiction text features: bold words (glossary), and labels</p> <p><b>Formally assess glued sounds: an, am, all, ank, onk, unk, ink, ang, ong, ung, &amp; ing.</b></p> <p>Informally assess all sight words</p> | <p>Text Talk: Make Way for Ducklings</p> <p>Vocabulary: Amazing Cozy Horrid Responsibility Competent courteous</p> |
| 2/11-2/15 | <p>ELAGSEKRF2e</p>   | <p>Informally assess students on nonfiction text features</p>  | <p>Students will read a nonfiction text</p>  |

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|                  | <p>Phonemic Awareness ending sound manipulation</p> <p>ELAGSEKRi3-read books on different presidents Describe connection between two individuals, events, ideas</p> <p>Nonfiction text features- Headings Captions Bold words Labels Table of contents etc.</p> <p>ELAGSEKRF3- introduce blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: now, new, out, about, these.</p> | <p>Informally assess blends</p> <p><b>Formally assess all sight words</b></p> |   |
| <p>2/18-2/22</p> | <p>ELAGSEKRi2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).-</p> <p>Nonfiction text features- Headings Captions Bold words Labels Table of contents etc.</p>   | <p>Informally assess blends</p> <p>Informally assess all sight words</p>      | <p>Students will read a nonfiction text</p> |

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|          | <p>ELAGSEKRF3- review blends from last week and continue to introduce new blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: than, more, find, again, walk.</p>   |  |                                      |
| 2/25-3/1 | <p>ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).-</p> <p>Nonfiction text features-<br/>Headings<br/>Captions<br/>Bold words<br/>Labels<br/>Table of contents<br/>etc.</p> <p>ELAGSEKRF3- Review and go over blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: why, too, before, because, off.</p> | <p><b>Formally assess blends</b></p> <p><b>Formally assess all sight words</b></p>   | Students will read a nonfiction text |
| 3/4-3/8  | <p>ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).-</p>  | <p><b>Formally assess students on <u>all</u> nonfiction text features: photographs, tables of contents, bold words (glossary),</b></p> | Students will read a nonfiction text |

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|  | <p>Nonfiction text features-<br/>Headings<br/>Captions<br/>Bold words<br/>Labels<br/>Table of contents<br/>etc.</p> <p>ELAGSEKRF3- introduce<br/>floss rule</p> <p>ELAGSEKRF4: Read<br/>common high-frequency<br/>words by sight: does, sure,<br/>time, made, first.</p> | <p><b>labels, captions,<br/>and headings.</b></p> <p>Informally assess<br/>floss rule</p> <p>Informally assess all<br/>sight words</p> |  |
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## Quarter 3:

| Math     |   |   |           |  |
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| Date     | Standard  | Assessment  | Extension | Additional Info.   |
| 1/7-1/11 | <p><b>K.OA.1</b> represent addition and subtraction with object, fingers, drawings etc.</p> <p><b>K.OA.3</b> decompose numbers less than or equal to 10 into pairs in more than one way</p> <p><b>K.OA.5</b> Fluently add and subtract within 5</p> | <p>Pre-assessment of addition and subtraction</p> <p>Counting Numbers to 10</p> |           | <p>Module 4:<br/>Number Pairs, Addition and Subtraction to 10</p> <p>Topic A:<br/>Composition and Decomposition of 2,3,4,5</p> <p>Lessons: 1-6</p> |

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|           |  |                        |  | (6 days)  |
| 1/14-1/18 | <b>K.OA.3</b> decompose numbers less than or equal to 10 into pairs in more than one way   |                        |  | Module 4:<br><br>Topic B:<br>Decomposition of 6,7,8<br><br>Lessons: 7-12<br>(6 days)                    |
| 1/21-1/25 | <b>K.OA.1</b> represent addition and subtraction with object, fingers, drawings etc.<br><b>K.OA.2</b> solve addition and subtraction word problems   |                        |  | Module 4:<br><br>Topic C:<br>Addition with totals of 6,7,8<br><br>Lessons:13-18<br>(6 days)             |
| 1/28-2/1  | <b>K.OA.1</b> represent addition and subtraction with object, fingers, drawings etc.<br><b>K.OA.2</b> solve addition and subtraction word problems<br><b>K.OA.3</b> decompose numbers less than or equal to 10 into pairs in more than one way | Mid- module assessment |  | Module 4:<br>Topic D:<br>Subtraction from number 8<br><br>Lessons: 19-24<br>(6 days)                    |
| 2/4-2/8   | <b>K.OA.3</b> decompose numbers less than or equal to 10 into pairs in more than one way   |                        |  | Module 4:<br>Topic E:<br>Decompositions of 9 and 10 into number pairs<br><br>Lessons: 25-28<br>(4 days) |
| 2/11-2/15 | <b>K.OA.2</b> solve addition and subtraction word problems   |                        |  | Module 4:<br>Topic F: addition with totals of 9 and 10<br><br>Lessons: 29-32<br>(4 days)                |

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| 2/18-2/22 | <b>K.OA.1</b> represent addition and subtraction with object, fingers, drawings etc.<br><b>K.OA.2</b> solve addition and subtraction word problems<br><b>K.OA.3</b> decompose numbers less than or equal to 10 into pairs in more than one way |                   |  | Module 4:<br>Topic G:<br>Subtraction from 9 and 10<br><br>Lessons: 33-36<br>(4 days)             |
| 2/25-3/1  | <b>K.OA.1</b> represent addition and subtraction with object, fingers, drawings etc.<br><b>K.OA.2</b> solve addition and subtraction word problems<br>K.OA.4 for any number from 1 to 9 find the number that makes ten                         | Module assessment |  | Module 4<br>Topic H:<br>patterns with adding 0 and 1 making 10<br><br>Lessons: 37-41<br>(5 days) |
| 3/4-3/8   | <b>Review/Catch UP</b>   |                   |  |  |

| Science   |                  |            |                  |
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| Date      | Standard         | Assessment | Additional Info. |
| 1/7-1/11  | (social studies) |            |                  |
| 1/14-1/18 | (social studies) |            |                  |

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| 1/21-1/25 | (social studies)   |  |  |
| 1/28-2/1  | (social studies)   |  |  |
| 2/4-2/8   | (social studies)   |  |  |
| 2/11-2/15 | <p>SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.</p> <p>B. Use sense and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture).</p> <p>-Teach the 5 senses<br/>-Use senses to classify common objects according to their physical attributes.</p> | Informally assess the 5 senses                   |  |
| 2/18-2/22 | SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made  | Informally assess comparing and sorting objects. |  |

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|          | <p>of and their physical attributes.</p> <p>a. Ask questions to compare and sort objects of different materials</p>  |   |  |
| 2/25-3/1 | <p>SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.</p> <p>C. Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float.</p>   | <p>Informally assess a student's ability to predict and observe if an object will sink or float.</p>        |  |
| 3/4-3/8  | <p>SKE2- obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water and air)</p> <p>a. Ask questions to identify and describe earth materials - soil, rocks, water, and air.</p> <p><b>DO IN Q4:</b><br/> SKE2- obtain, evaluate, and communicate information to describe the physical attributes of</p> | <p>Informally assess a student's ability to ask and answer questions about soil, rocks, water, and air.</p> |  |

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|  | <p>earth materials (soil, rocks, water and air)</p> <p>B. Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).</p> <p>C. Use tools to observe and record physical attributes of soil such as texture and color.</p> | <p>Informally assess student arguments for how rocks can be grouped by physical attributes.</p> <p>Informally assess students' ability to describe the physical attributes of soil.</p> |  |
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| Social Studies |  |   |   |
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| Date           | Standard   | Assessment  | Additional Info.  |
| 1/7-1/11       | PBL - firefighters<br>SSKH1- New Years day<br>SSKH1-Martin Luther King Jr. Day | Informally assess students knowledge of New Years Day | -Read fiction & nonfiction books about firefighters<br>-New Years Day<br>-MLK Day |

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|           |   | Informally assess students knowledge of Martin Luther King Jr. Day |  |
| 1/14-1/18 | <p>PBL - firefighters<br/>SSKG2. Explain that a map is a drawing of a place and a globe is a model of earth.</p> <p>SSKG3. State the street address, city, state, and country in which the student lives.</p> |  | <p>-Read fiction &amp; nonfiction books about firefighters</p> <p>-Maps &amp; globes.</p> <p>-Address</p>  |
| 1/21-1/25 | <p>PBL - firefighters<br/>SSKG3. State the street address, city, state, and country in which the student lives.</p>   |  | <p>-write a book about firefighters during writing</p> <p>-Continue to practice home address</p>   |
| 1/28-2/1  | <p>PBL - firefighters<br/>SSKG3. State the street address, city, state, and country in which the student lives.</p>   |  | <p>-write a book about firefighters during writing</p> <p>-Fire prevention &amp; safety (interviews)</p> <p>- Continue to practice home address</p>    |
| 2/4-2/8   | <p>PBL - firefighters<br/>SSKG3. State the street address, city, state, and country in which the student lives.</p>   |  | <p><u>Culminating activity:</u></p> <p>-visit with the firefighters</p> <p>-share the book</p> <p>-watch interview videos</p> <p>-recite addresses</p> |
| 2/11-2/15 | (Science)   |  |  |
| 2/18-2/22 | (Science)   |  |  |

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| 2/25-3/1 | (Science) |  |  |
| 3/4-3/8  | (Science) |  |  |