

QTR 3:	Grade: Kindergarten	YEAR: 2019-2020
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Language Arts			
Date	Standard	Assessment	Additional Info.
1/7-1/11	Informational Writing 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.	-Formally assess narrative writing (post-assessment... this was taught in Q2). -Formally assess informational writing (pre-assessment)	Students will write books based on information they know.
1/14-1/18	Informational Writing Informational Writing 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. -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 -Formally assess capitalization	Students will write books based on information they know.
1/21-1/25	Informational Writing Informational Writing	Conferencing with teacher	Students will write books based on information they know.

	<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 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>-Formally assess the difference between a question and statement; assess students ability to produce questions and statements.</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 ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in</p>	<p>Conferencing with teacher</p> <p>-Formally assess informational writing</p>	<p>Students will write books based on information they know.</p> <p>Students will write informational books</p>

	<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>(post-assessment)</p> <p>-Informally assess ending punctuation</p>	<p>about firefighters for our PBL.</p>
2/11-2/15	<p>Informational Writing 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>-Formally assess How-to books (pre-assessment)</p> <p>-Formally assess ending punctuation</p>	<p>Students will write How-to books based on information they know (Lucy bend I).</p>
2/18-2/22	<p>Informational Writing 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>

	<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 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>-Formally assess plural words</p>	<p>Students will write How-to books based on information they know (Lucy bend III).</p>

3/4-3/8	<p>Informational Writing 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>-Formally assess how-to books (post-assessment)</p> <p>-Formally assess punctuation, capitalization, question/statements, and plural words</p>	<p>Students will write How-to books based on information they know (Lucy bend IV).</p>
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Reading			
Date	Standard	Assessment	Additional Info.

<p>1/7-1/11</p>	<p>Phonemic Awareness ELAGSEKRF- final phoneme deletion</p> <p>ELAGSEKRL7- ask and answer questions about text</p> <p>ELAGSEKRL3- students focus on problem and solution</p> <p>ELAGSEKRF3: introduce blends (bl, cl, fl, gl, sl)</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: them, come, has, look, been</p>	<p>Informally assess students on RL3 and RL7</p> <p>Informally assess digraphs & glued sounds</p> <p>Informally assess all sight words</p>	<p>Text Talk: <i>Gregory the Terrible Eater</i> <u>vocabulary:</u> Average Fussy Revolting Terrible Appropriate Nutritious</p>
<p>1/14-1/18</p>	<p>Phonemic Awareness 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- blends: dr, gr, br, cr</p> <p>ELAGSEKRF4: Read common high-frequency</p>	<p>Informally assess students on RL3 and RL7</p> <p>Formally assess glued sounds: an, am, & all.</p> <p>Formally assess final and initial sound deletion</p> <p>Formally assess all sight words</p>	<p>Text Talk: <i>Sheila Rae the Brave</i> <u>vocabulary:</u> Convince Fearless Frightening Occurred Daring Switch</p>

	words by sight: did, get, where, who, what		
1/21-1/25	<p>ELAGSEKRF2e 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- Blends: fr, tr, pr</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: so, say, down, make, many</p>	<p>Informally assess students on RL2 and RL7</p> <p>Formally assess glued sounds: an, am, all, ank, onk, unk, ink.</p> <p>Informally assess all sight words</p>	<p>Text Talk: Big AI <u>vocabulary:</u> Clumsy Expect Tremendous Trust Congenial Determined</p>
1/28-2/1	<p>ELAGSEKRF2e Phonemic Awareness beginning sound manipulation</p> <p>ELAGSEKRL7- ask and answer questions about text</p> <p>ELAGSEKRL2- students will focus on how the</p>	<p>Informally assess students on nonfiction text features: photographs and table of contents</p> <p>Informally assess glued sounds: an, am, all, ank, onk, unk, ink, ang, ong, ung, & ing</p>	<p>Text Talk: Popcorn Dragon <u>vocabulary:</u> Envious Forlorn Politely Scorched Abilty Overjoyed</p>

	<p>character changes throughout the story</p> <p>ELAGSEKRF3- Blends: sp, tw, sn, sk</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: now, new, out, about, these</p>	<p>Formally assess all sight words</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>blends: st, sw, sc</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: than, more, find, again, walk</p>	<p>Informally assess students on nonfiction text features: bold words (glossary), and labels</p> <p>Formally assess glued sounds: an, am, all, ank, onk, unk, ink, ang, ong, ung, & ing.</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 Phonemic Awareness ending sound manipulation</p>	<p>Informally assess students on nonfiction text features</p>	<p>Students will read a nonfiction text</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- Blends: squ, spl, scr, str, shr, spr</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: why, too, before, because, off</p>	<p>Informally assess blends</p> <p>Formally assess all sight words</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>ELAGSEKRF3- review blends</p>	<p>Informally assess blends</p> <p>Informally assess all sight words</p>	<p>Students will read a nonfiction text</p>

	<p>ELAGSEKRF4: Read common high-frequency words by sight: does, sure, time, made, first</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- Headings Captions Bold words Labels Table of contents etc.</p> <p>ELAGSEKRF3- Review and go over blends</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: want, long, ready, very, know</p>	<p>Formally assess blends</p> <p>Formally assess all sight words</p>	<p>Students will read a nonfiction text</p>
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>Nonfiction text features- Headings Captions Bold words Labels Table of contents etc.</p>	<p>Formally assess students on <u>all</u> nonfiction text features: photographs, tables of contents, bold words (glossary), labels, captions, and headings.</p>	<p>Students will read a nonfiction text</p>

	<p>ELAGSEKRF3- introduce floss rule: ff, ll, ss, zz (one syllable - one short vowel - ends in double ff, ll, ss, zz)</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: into, away, number, part, people</p>	<p>Informally assess floss rule</p> <p>Informally assess all sight words</p>	
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Quarter 3:

Math				
Date	Standard	Assessment	Extension	Additional Info.
1/7-1/11	<p>K.OA.1 represent addition and subtraction with object, fingers, drawings etc.</p> <p>K.OA.3 decompose numbers less than or equal to 10 into pairs in more than one way</p> <p>K.OA.5 Fluently add and subtract within 5</p>	<p>Pre-assessment of addition and subtraction</p> <p>Counting Numbers to 10</p>		<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic A: Composition and Decomposition of 2,3,4,5</p> <p>Lessons: 1-6 (6 days)</p>
1/14-1/18	<p>K.OA.3 decompose numbers less than or equal to 10 into pairs in more than one way</p>			<p>Module 4:</p>

				<p>Topic B: Decomposition of 6,7,8</p> <p>Lessons: 7-12 (6 days)</p>
1/21-1/25	<p>K.OA.1 represent addition and subtraction with object, fingers, drawings etc. K.OA.2 solve addition and subtraction word problems</p>			<p>Module 4:</p> <p>Topic C: Addition with totals of 6,7,8</p> <p>Lessons:13-18 (6 days)</p>
1/28-2/1	<p>K.OA.1 represent addition and subtraction with object, fingers, drawings etc. K.OA.2 solve addition and subtraction word problems K.OA.3 decompose numbers less than or equal to 10 into pairs in more than one way</p>	Mid- module assessment		<p>Module 4: Topic D: Subtraction from number 8</p> <p>Lessons: 19-24 (6 days)</p>
2/4-2/8	<p>K.OA.3 decompose numbers less than or equal to 10 into pairs in more than one way</p>			<p>Module 4: Topic E: Decompositions of 9 and 10 into number pairs</p> <p>Lessons: 25-28 (4 days)</p>
2/11-2/15	<p>K.OA.2 solve addition and subtraction word problems</p>			<p>Module 4: Topic F: addition with totals of 9 and 10</p> <p>Lessons: 29-32 (4 days)</p>
2/18-2/22	<p>K.OA.1 represent addition and subtraction with object, fingers, drawings etc.</p>			<p>Module 4: Topic G: Subtraction from 9 and 10</p>

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

Science			
Date	Standard	Assessment	Additional Info.
1/7-1/11	(social studies)		
1/14-1/18	(social studies)		
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 -Use senses to classify common objects according to their physical attributes.</p>	Informally assess the 5 senses	
2/18-2/22	<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>a. Ask questions to compare and sort</p>	Informally assess comparing and sorting objects.	

	objects of different materials		
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>	Informally assess a student's ability to predict and observe if an object will sink or float.	
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>	Informally assess a student's ability to ask and answer questions about soil, rocks, water, and air.	

Social Studies			
Date	Standard	Assessment	Additional Info.
1/7-1/11	<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>SSKH1- New Years day</p>	Informally assess students knowledge of New Years Day	<p>Start discussing how you work to earn morning</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>
1/14-1/18	<p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3b-introduce different coins and money</p> <p>SSKE3a- distiguish between goods and services</p> <p>SSKE4 Explain that people must make choices because they cannot have everything they want.</p> <p>SSKH1-Martin Luther King Jr. Day</p>	Informally assess students knowledge of Martin Luther King Jr. Day	<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>
1/21-1/25	<p>PBL - MLK</p> <p>SSKG2. Explain that a map is a drawing of a place and a globe is a model of earth.</p> <p>PBL - MLK</p>		PBL: VIDEO

	SSKG3. State the street address, city, state, and country in which the student lives.		
1/28-2/1	PBL - MLK SSKG3. State the street address, city, state, and country in which the student lives.		PBL: VIDEO
2/4-2/8	PBL - MLK SSKG3. State the street address, city, state, and country in which the student lives.		<u>Culminating activity:</u> -VIDEO -recite addresses
2/11-2/15	(Science)		
2/18-2/22	(Science)		
2/25-3/1	(Science)		
3/4-3/8	(Science)		