Kindergarten – Elementary Curriculum ESSENTIALS

A quick glance at the standards/outcomes you should be seeing in your classrooms this month.
All grade level standards are expected to be taught; however, the essential standards need to be mastered/secured prior to the end of the school year.

NVACS

ELA

Reading – Literature and Informational Text:

RL.K.1 & RI.K.1: With prompting and support, **ask and answer questions** about **key details** in a text.
RL.K.10 & RI.K.10: Actively engage in **group reading activities** with purpose and understanding.

Reading Foundational Skills:

RF.K.1a: **Follow words** from left to right, top to bottom, and page by page.
RF.K.1b: Recognize that spoken words are represented in written language by specific **sequences of letters**.
RF.K.1c: Understand that words are separated by **spaces** in print.
RF.K.1d: Recognize and name all **upper- and lowercase letters** of the alphabet.
RF.K.2: Demonstrate understanding of **spoken words, syllables, and sounds (phonemes).**
RF.K.2a: Recognize and produce **rhyming words.**
RF.K.2b: Count, pronounce, blend and segment **syllables** in spoken words.
RF.K.2c: Blend and segment **onsets and rimes** of single-syllable spoken words.
RF.K.2d: Isolate and pronounce the **initial, medial vowel, and final sounds (phonemes)** in three-phoneme (cvc words)
RF.K.3a: Demonstrate basic knowledge of **1:1 letter-sound correspondences** by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3b: Associate long and short sounds with the common spellings **(graphemes)** for the 5 major vowels.
RF.K.3c: Read common **high-frequency words** by sight (ie: the, of, to, you, she, my is, are, do, does).
RF.K.3d: Distinguish between similarly spelled words by identifying the **sounds of the letter** that differ.
RF.K.4: Read **emergent-reader texts** with purpose and understanding.

Language:

L.K.1: Demonstrate **command of the conventions** of standard English grammar and usage when writing or speaking.
L.K.1a: **Print** many upper- and lowercase **letters**
LK.1b: Use frequently occurring **nouns and verbs.**

Speaking and Listening:

SL.K.1: Participate in **collaborative conversations** with diverse partners.
SL.K.1a: Follow agreed-upon **rules for discussions** (ie: listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b: **Continue a conversation** through multiple exchanges.

Writing:

W.K.8: With guidance and support from adults; **recall information** from experiences or gather information from provided sources to answer a question.

Unit 1: Pacing Guide

Unit 1: Curriculum Guide

Math

September Number Corner:

Calendar Grid (circle, rectangle, triangle, square)
Calendar Collector (collecting cubes)
Days in School (dots, links & numbers)
Computational fluency (quantities to 5)
Number Line (up to 10 & back again)

Unit 1: Numbers to Five and Ten
Unit 2: Numbers to Ten

- Counting and Cardinality

Critical Content Area 1:

- Use numbers, represent quantities, solve quantitative problems.
- Choose, combine, and apply effective strategies, answer quantitative questions.

Bridges Pacing Framework
Unit 1: Curriculum Guide
Unit 2: Curriculum Guide

Integrated Strategies

Engagement:	Blended Learning:	Language ELLevation:
Cooperative Learning provides students with the opportunity to share knowledge and tasks with one another.	**Content Curation**: Teachers gather quality online resources & share them in a common space for easy student access. Students may also be curating online resources for research or projects. Tools such as browser bookmarks, Wakelet, or Microsoft Edge Collections may be used.	**"Vocab Go Fish"** This is an interactive way to encourage speaking and listening while building important academic vocabulary. Vocab Go Fish can be used with any content area and can be modified for different grade levels (K-5) as well as levels of support.
Cooperative Learning Strategies		"Vocab Go Fish"

Science

Earth Science:
Trees and Weather

K-LS1-1: Use observations to describe patterns of what plants/animals need to survive.

K-ESS2-2: Construct an argument for how plants/animals can change the environment to meet their needs.

K-ESS3-1: Use a model to represent the relationship between the needs of plants or animals and the places they live.

Trees and Weather
FOSS Pacing Guide
Materials and Organism Delivery Schedule