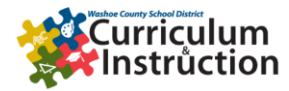




# Kindergarten – Elementary Curriculum ESSENTIALS



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:

- RL.K.1: With prompting and support, **ask and answer questions about key details** in a text.
- RL.K.4: Ask and answer questions about **unknown words** in a text.
- RL.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.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.2e: Add or substitute **individual sounds (phonemes)** in simple, one-syllable words to make new 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.

### Writing

- W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and **add details to strengthen writing** as needed.
- W.K.8: With guidance and support from adults, **recall information** from experiences or gather information from provided sources to answer a question.

### Reading – Informational Text

- RI.K.1: With prompting and support, ask and answer **questions about key details** in a text.
- R.1.K.4: With prompting and support, ask and answer **questions about unknown words** in text.
- RI.K.9: With prompting and support, identify basic **similarities in and differences** between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10: Actively **engage in group reading activities** with purpose and understanding.

### Language:

- L.K.1a: **Print** many upper- and lowercase **letters**.
- L.K.1c: Form **regular plural nouns** orally by adding / s/ or / es/
- L.K.1d: Understand and use **question words**.
- L.K.1f: Produce and expand **complete sentences** in shared language activities.
- L.K.4: Determine or clarify the meaning of **unknown and multiple-meaning words** and phrases based on kindergarten reading and content.
- L.K.4a: Identify **new meanings for familiar words** and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.K.5a: Sort common **objects into categories** (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- L.K.6: **Use words and phrases** acquired through conversations, reading and being read to, and responding to texts.

### Speaking and Listening:

- 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.



[Unit 8 - Curriculum Guide](#)  
[Unit 8 - Pacing Guide](#)



[Unit 9 - Curriculum Guide](#)  
[Unit 9 - Pacing Guide](#)

# Math

## April Number Corner:

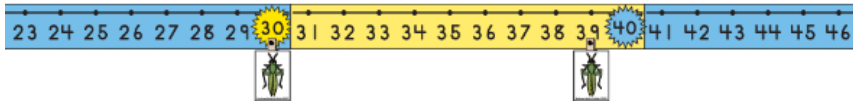
**Calendar Grid (Measuring Tools)**

**Calendar Collector (Frogs & Toads to Five)**

**Days in School (Counting to One Hundred by Ones & Tens)**

**Computational Fluency (Sums & Minuends to Ten with Frogs & Toads)**

**Number Line (The Thirties & Forties)**



## Unit 7: Weight & Place Value

(3/11 – 4/19: 20 sessions over 20 days)

\*4/22 – 4/26 - F/D/E days\*

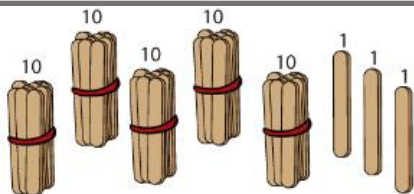
### Critical Content Area 1:

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

[Bridges Pacing Framework](#)

[Unit 7 - Curriculum Guide](#)

[Unit 7 - Assessment](#)



53 as 5 bundles of ten and 3 singles

| April  |        | 2014    |           |          |        |          |
|--------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|        |        | 1       | 2         | 3        | 4      | 5        |
| 6      | 7      | 8       | 9         | 10       | 11     | 12       |
| 13     | 14     | 15      | 16        | 17       | 18     | 19       |
| 20     | 21     | 22      | 23        | 24       | 25     | 26       |
| 27     | 28     | 29      | 30        | 31       |        |          |

# Integrated Strategies

## Engagement:

Graphic organizers are a visual display that depict the relationship between facts, terms, and/or ideas within a learning task. When they are simple and used often, they can improve students' engagement in content.

[Graphic Organizers](#)

## Blended Learning:

Games-Simulations-AR-VR-AI  
Students use tools such as Minecraft Education Edition, BrainPop, iCivics, PhET Simulations, PrismsVR, Sandbox AR, etc. to create and explore virtual worlds. These tools may also provide students with otherwise unattainable experiences which enhance their learning of academic concepts.

## Language ELLevation:

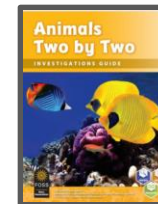
I Am Monologues - Students will:  
-Assume the identity of a person, place, thing, or idea  
-Prepare a few short talking points from that point of view  
-Verbally share the point of view with peers  
*This can be done K-12 with embedded supports and scaffolds.*  
[I Am Monologues](#)

# Science

Life Science:  
**Animals Two by Two**  
(3/18 - 6/7)

K-LS1-1: Describe what plants and animals need to survive.

[Animals Two by Two](#)



**Live Organism Delivery Schedule for April ~**

**Fish & Plants:**  
4/8 - 4/10

**Snails:**  
4/22 - 4/24

[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)