

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.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 – 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.

Reading Foundational Skills:

- RF.K.1: Demonstrate understanding of the organization and basic **features of print**.
- RF.K.1a: **Follow words** from left to right, top to bottom, and page by page.
- 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.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.

Language:

- L.K.1a: **Print** many upper- and lowercase **letters**.
- L.K.1e: Use the most **frequently occurring prepositions**
- 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.4b: Use the most frequently occurring **inflections and affixes** (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, **explore word relationships and nuances** in word meanings.
- L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

Speaking and Listening:

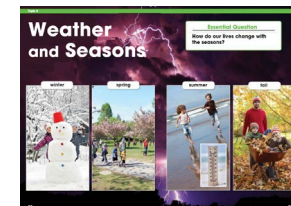
- SL.K.1a: Follow agreed-upon **rules for discussions** (ie: listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b: **Continue a conversation** through multiple exchanges.

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.



[Unit 7 - Curriculum Guide](#)
[Unit 7 - Pacing Guide](#)

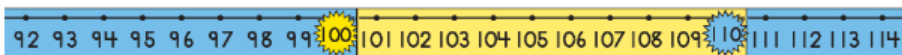


[Unit 8 - Curriculum Guide](#)
[Unit 8 - Pacing Guide](#)

Math

March Number Corner:

- Calendar Grid (How Many More to Make Ten?)
- Calendar Collector (How Many Lambs? How Many Lions?)
- Days in School (Counting by Ones & Tens on the Line)
- Computational Fluency (Solving Addition & Subtraction Story Problems at the Zoo)
- Number Line (Reviewing Teens & Twenties)



Unit 7: Weight & Place Value

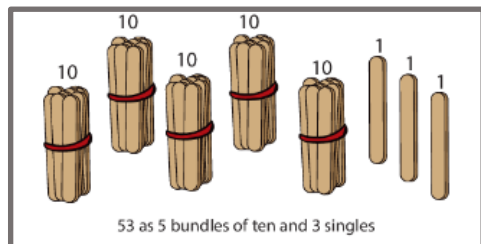
(3/11 – 4/19: 20 sessions over 20 days)

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](#)



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Integrated Strategies

Engagement:

Guest Speakers - Guest speakers extend learning beyond the classroom. There are a variety of ways to integrate speakers with the classroom standards and curriculum. Students benefit from having a clear purpose, and knowing how the topic relates to their studies. Preparing critical questions and a note taker ahead of time will focus learning.

[Guest Speakers](#)

Blended Learning:

Presentation Tools and Graphic Organizers - Students create digital presentations to show what they know using tools such as Power Point, Sway, Canva, Powtoon, Nearpod. Digital graphic organizers are used to help students organize thinking processes and/or show relationships.

Language ELLevation:

Don't Mention It - Grades K-12 Verbally describe a content term, person, or idea without using the word itself Listen to peers' descriptions and make thoughtful guesses Can be done in pairs, small group or whole class.

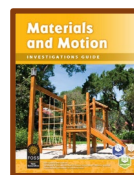
[Don't Mention It](#)

Science

Physical Science: Materials and Motion (1/16 - 3/15)

K-ESS3-3: Communicate solutions that will reduce the impact of humans on land, water, air, and/or other living things in the local environment.

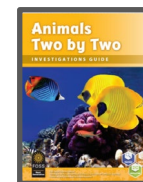
K-2-ETS1-1,2: Engineering Design.



[Materials and Motion](#)

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](#)

[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)