



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.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.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.
- 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.1b: Use frequently occurring **nouns and verbs**.
- 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.5c: Identify **real-life connections** between words and their use.
- 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.



11/6 - 12/1

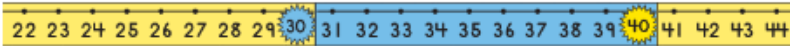
[Unit 3: Pacing Guide](#)

[Unit 3: Curriculum Guide](#)

Math

November Number Corner:

- Calendar Grid (Flat & Solid Shapes)
- Calendar Collector (Collecting Sticks)
- Days in School (Drawing to Make Ten)
- Computational Fluency (Combinations of Five)
- Number Line (Numbers Before & After)



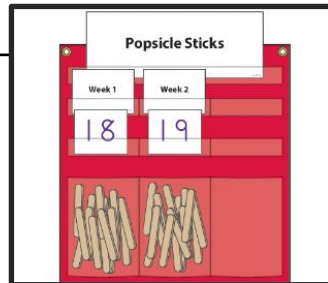
Unit 3: Double, Add & Subtract (Counting & Cardinality, Operations in Base Ten)

Unit 4: Paths to Adding, Subtracting & Measuring (Counting & Cardinality, Operations in Algebraic Thinking, Measurement & Data)

Critical Content Area 1:

- Use numbers, represent quantities, solve quantitative problems.
- Choose, combine, and apply effective strategies, answer quantitative questions including quickly recognizing (subitizing) the cardinalities of small sets of objects.

[Bridges Pacing Framework](#)
[Unit 3: Curriculum Guide](#)
[Unit 4: Curriculum Guide](#)



Integrated Strategies

Engagement:

Realia
Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, if it is something used in the real world.

[Realia Engagement Strategy](#)

Blended Learning:

Formative Assessment
Students use digital tools like Nearpod, Quizizz, Padlet, etc. to take short quizzes or complete exit tickets, providing teachers with immediate data.

Language ELlevation:

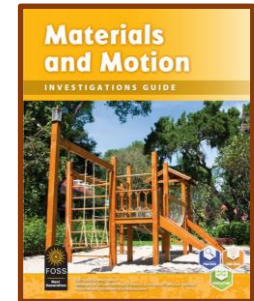
Signal Word Flip Books
Great way for students to learn vocabulary and make meaning of words and even phrases within a text.
*Identify relevant signal words within a text
*Track words using a personal flip book
*Write sentences using the words in meaningful context

[ELlevation Strategy](#)

Science

Physical Science: **Materials and Motion** (10/23-12/21)

[Materials and Motion](#)



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.

[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)