

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.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.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.4 Read **emergent-reader** texts with purpose and understanding.
- RF.K.2: Demonstrate understanding of **spoken words, syllables, and sounds (phonemes)**.
- 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.

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.

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 (interrogatives)**
- L.K.5c: Identify **real-life connections** between words and their use
- L.K.5d: Distinguish **shades of meaning** among **verbs** describing the same general action by acting out the meanings.
- L.K.6: **Use words and phrases** acquired through conversations, reading and being read to, and responding to texts.



[Unit 2: Pacing Guide](#)

[Unit 2: Curriculum Guide](#)

Math

October Number Corner:

Calendar Grid (Dancing Leaves - predict color and # of leaves on marker and direction leaves are blowing)

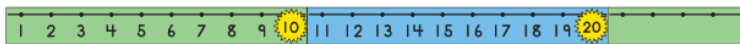
Calendar Collector (Collecting Cubes in 2 colors)

Days in School (How many more to make ten?)

Computational Fluency (Fun with Finger Patterns)

Assessment - Baseline

Number Line (The Tricky Teens)



Unit 2: Numbers to Ten (Counting & Cardinality, Measurement & Data, Geometry)

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

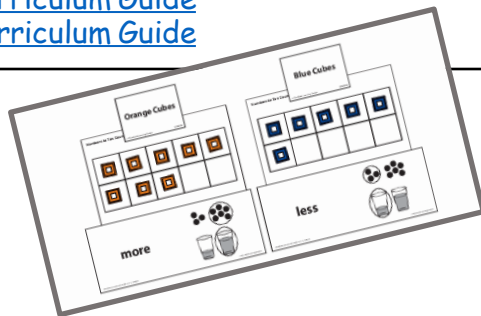
Critical Content Area 1:

- 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 2: Curriculum Guide](#)

[Unit 3: Curriculum Guide](#)



Integrated Strategies

Engagement:

Exit Ticket ~

Provides feedback to the teacher about the class; requires the student to do some synthesis of the day's content; challenges the student with a question requiring some application of what was learned in the lesson.

[Exit Ticket](#)

Blended Learning:

Choice

Boards/Playlists/Hyper-docs ~

Students can work independently (or with a partner/group) through all or part of a lesson because the teacher has provided them with a digital document that has tasks and resources linked. Students will typically be able to navigate to the resources to view/read, they can also edit their own copy.

Language ELlevation:

360° Words - Move It! Make It! Mean It!

Students will develop academic language through explicit vocabulary learning, identifying sentences, making connections, using kinesthetic movement, associated visuals and definitions.

[360° Words - Move It! Make It! Mean It!](#)

Science

Earth Science:
Trees and Weather
(8/21-10/20)

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

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.

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.

[Trees and Weather](#)
[Materials and Motion](#)

[FOSS Pacing Guide](#)

[Materials and Organism](#)
[Delivery Schedule](#)