



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.

Reading Foundational Skills:

RF.K.1: Demonstrate understanding of the organization and basic **features of print**.

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.2b: Count, pronounce, blend, and segment **syllables** in 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.

Language:

L.K.1a: **Print** many upper- and lowercase **letters**.

L.K.1b: Use frequently occurring **nouns and verbs**.

L.K.4a: Identify **new meanings for familiar words** and apply them accurately

L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

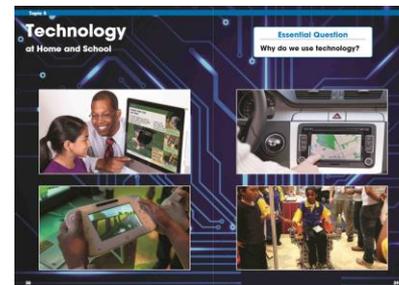
L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

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 5 - Curriculum Guide](#)

[Unit 5 - Pacing Guide](#)

Math

January Number Corner:

Operations & Algebraic Thinking, Counting & Cardinality, Numbers & Operations in Base Ten

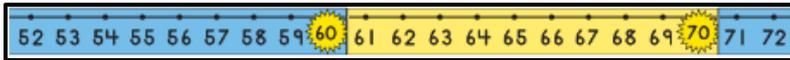
Calendar Grid (Teddy Bears' Buttons: Combinations to Five)

Calendar Collector (Collecting Cubes in Three Colors)

Days in School (How Many to Ten?)

Computational Fluency (Combinations for Numbers from Two to Ten)

Number Line (Hopping on the Number Line)

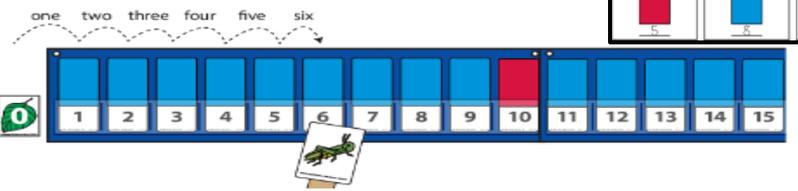
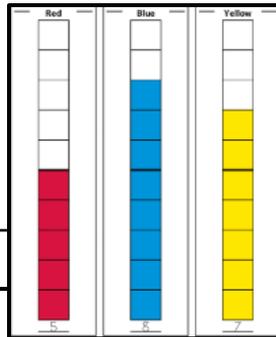


Unit 5: Two-Dimensional Geometry

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 5 - Curriculum Guide](#)
[Unit 5 - Unit Assessments](#)



Integrated Strategies

Engagement:

Writing-across-the-curriculum strategies help students synthesize knowledge, ask deeper questions, and prepare for longer, more substantive pieces of writing. By providing students with a variety of writing opportunities with different subjects, they are likely to be more engaged in the classroom.

Blended Learning:

Collaborative Documents - Students work on digital products with a partner or small group. Products may include - Word, PowerPoint, Sway, Excel, Canva design, video. Students have shared ownership and editing rights.

Language ELlevation:

Sentence Scramble (will need to be modified for K) Respond to a question or prompt by stating a sentence. Write the sentence or dictate the sentence while the teacher scribes. Cut up written sentence into individual words. Work with peers to reconstruct the sentence and then write completed sentence.

[Sentence Scramble](#)

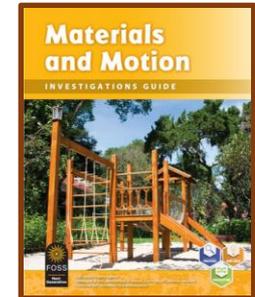
Science

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



[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)