



Kindergarten Curriculum Map

August

Themes: Back to School, The Kissing Hand, What's In a Name?, Friends

	Content	Skills	Examples of Assessments	Standards
Language Arts	<p>The Little School Bus</p> <p>My First Week of Kindergarten!</p> <p>Letter Work: A</p>	<p>Comprehension Skill: Characters</p> <p>Phonemic Awareness: Rhyming</p> <p>Phonics Skill: Letter-Sound Correspondence</p> <p>Grammar/Writing: Names</p>	<p>Observation Individual and Group Discussions</p> <p>Reading Street Practice Pages</p> <p>Handwriting Portfolio Assessments</p> <p>My First Day of Kindergarten Writing</p> <p>My First Week of Kindergarten Assessment Packet (letter formation, first and last name, coloring, creativity, number dot-to-dot,</p>	<p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>

			self-portrait) Chester's First Day of School Decodable Book	
Math	Position Words	Above, Below, Top, Middle, Bottom, Over, On, Under, Inside, Outside	Observation Individual and Group Discussions Progress in Mathematics Diagnostic Pre-Test and Check Your Progress Progress in Mathematics Workbook Pages	Geometry K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Social Studies	Kindergarten Rules	Respect, Whole-Body Listening, Following Directions, Sharing, Safety, Friendships	Observation Individual and Group Discussions Kindergarten Rule Book	K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
Science	Healthy Habits	Health; hand-washing	Observation Individual and Group Discussions Hand=Washing	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

			Sequence Worksheet	<ul style="list-style-type: none"> a. Observe common objects by using the five senses. b. Describe the properties of common objects. Communicate observations orally and through drawings.
Religion	Unit 1: God's Love Creates the Universe	Prayer, God is a loving Creator	<p>Observation Individual and Group Discussions</p> <p>Artwork (painted rocks, earth decoration, etc.) and Food Projects</p>	<ul style="list-style-type: none"> I. God is a loving Creator. II. Instructional Focus: <ul style="list-style-type: none"> A. To establish that God is the Creator of all things. B. To begin to identify and enjoy God's creation. III. Student Performance Outcomes <ul style="list-style-type: none"> A. Church/Doctrine <ul style="list-style-type: none"> 1. Identify that God is a loving creator 2. Recognize that prayer is talking with God 3. Identify that we are Catholic B. Scripture <ul style="list-style-type: none"> 1. Listen to and retell stories 2. of the Old Testament

September:

Themes: I Love My ABC's, Fall, Apples/Johnny Appleseed, Colors, Zero the Hero

	Content	Skills	Examples of Assessments	Standards
Language Arts	<p>Fix-It Duck</p> <p>Plaidypus Lost</p> <p>Miss Bindergarten Takes a Field Trip</p> <p>Julius</p> <p>Letter Work: B, C, D, E</p>	<p>Comprehension Skills: Sequence, Classifying and Categorizing, Characters</p> <p>Phonemic Awareness: Counting Syllables, Sound Discrimination</p> <p>Phonics Skills: Letter-Sound</p> <p>Correspondence</p> <p>Grammar/Writing: Names, Nouns</p>	<p>Observation Individual and Group Discussions</p> <p>Reading Street Practice Pages</p> <p>Handwriting Practice Pages</p> <p>Letter Work Writing and Coloring</p> <p>I Love My ABC's Book</p> <p>Parts of an Apple Writing</p> <p>"J" is for Johnny Appleseed. "J" is also for... Writing</p> <p>If I could go anywhere on a field</p>	<p>K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.SL.1b Continue a conversation through multiple exchanges</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help get information or clarify something that is not understood.</p> <p>K.SL.4 Describe familiar people, places, things and events and with prompting and support provide additional detail</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.1.b Use frequently occurring nouns and verbs</p> <p>K.L1f Produce and expand complete sentences in shared language activities.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.L5a Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes); Isolate and pronounce the initial, medial vowel, and final sounds of three phoneme words.</p> <p>K.RF.2a Recognize and produce rhyming words.</p> <p>K.RF.2B Count, pronounce, blend and segment syllables in spoken words.</p> <p>K.RF.3 Know and apply grade level phonics ad word analysis in decoding words.</p>

			<p>trip, I would go to... Writing</p> <p>Book Reviews</p>	<p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.RL.1 With prompting and support, ask and answer questions about key details in text</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, setting and major events in a story.</p> <p>K.W.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>K.W.2 Use a combination of drawing, dictating and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Math	<p>Position Words</p> <p>Colors</p> <p>Sorting</p>	<p>Above, Below, Top, Middle, Bottom, Over, On, Under, Inside, Outside, In Front, Behind, Left, Right, Between, Before, After</p> <p>Alike/Same, Different, Sort by Color, Same Shape, Sort by Size, Sort by Color and Shape, Sort by Shape and Size, Sort Two Ways, Logical Reasoning</p>	<p>Observation Individual and Group Discussions</p> <p>Progress in Mathematics Check Your Progress</p> <p>Progress in Mathematics Workbook Pages</p> <p>Chapter Tests</p> <p>Follow Directions and Act It Out</p>	<p>Geometry</p> <p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>Measurement and Date</p> <p>K.MD.1 Describe measurable attributes, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the objects by count.</p> <p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known</p>

		Describe, model, and extend patterns Zero the Hero Counting by 1's and 10's	(Colors) Apply Color by Numbers	
Social Studies	Unit 1: Learning to Work Together We Are In Kindergarten Friends Follow Rules Rules are Important Holiday: Johnny Appleseed	Respect, Whole-Body Listening, Following Directions, Sharing, Safety, Friendships, Working together, Paying Attention, Being aware of other children's feelings, being good citizens	Observation Individual and Group Discussions Let's be good citizens posters Helper Match Kindergarten Helpers Mini-Books Kindergarten Sizes Cut-Outs Ongoing conceptual artwork	K.1 Students understand that being a good citizen involves acting in certain ways. K.1.1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the character's actions. K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4.1 Determine the relative locations of objects using the terms near, far, left, right, and behind and in front. K.6.1 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
Science	5 Senses	Identify eyes and ears as the body parts that we use to see and hear. Identify the tongue and nose as the body parts that we use	Observation Individual and Group Discussions Hand=Washing Sequence Worksheet	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: c. Observe common objects by using the five

		<p>to taste and smell. Identify the skin as the body part that we use to touch and feel. Observe and compare common objects, using the 5 senses.</p>	<p>Activity Cards The 5 Senses Chart</p>	<p>senses. d. Describe the properties of common objects. Communicate observations orally and through drawings.</p>
Religion	<p>Unit 1: God's Love Creates the Universe</p> <p>God's Creates the Universe</p> <p>Everything God Created Belongs to Him</p> <p>God Loves Everything That He Created</p> <p>Everything on Earth Praises God</p> <p>We Are Responsible for Caring for God's Creation</p>	<p>Prayer, God is a loving Creator</p>	<p>Observation Individual and Group Discussions</p> <p>Artwork and Projects</p>	<p>IV. God is a loving Creator.</p> <p>V. Instructional Focus:</p> <p>C. To establish that God is the Creator of all things.</p> <p>D. To begin to identify and enjoy God's creation.</p> <p>VI. Student Performance Outcomes</p> <p>C. Church/Doctrine</p> <p>4. Identify that God is a loving creator</p> <p>5. Recognize that prayer is talking with God</p> <p>6. Identify that we are Catholic</p> <p>D. Scripture</p> <p>3. Listen to and retell stories</p> <p>4. of the Old Testament</p>

October

Themes: Pumpkins, Halloween, Monsters, Fall				
	Content	Skills	Examples of Assessments	Standards
Language Arts	Farfallina and	Comprehension	Observation	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with

	<p>Marcel</p> <p>My Lucky Day</p> <p>Goldilocks and the Three Bears</p> <p>Armadillo's Orange</p> <p>Letter Work: F, G, H, I</p>	<p>Skills: Character, Setting, Plot, Cause and Effect, Sequence</p> <p>Phonemic Awareness: Counting Syllables, Sound Discrimination</p> <p>Phonics Skills: Phoneme Isolation, Letter-Sound Correspondence, Initial Blends, Consonant Blends</p> <p>Grammar/Writing: Names, Nouns</p>	<p>Individual and Group Discussions</p> <p>Reading Street Practice Pages</p> <p>Handwriting Practice Pages</p> <p>Letter Work Writing and Coloring</p> <p>All About My Monster Book</p> <p>Five Little Monsters</p> <p>Field Trip: Uesugi Farms</p> <p>"My favorite part of our field trip was..."</p> <p>Big, Orange Pumpkin poem</p> <p>Parts of a pumpkin</p> <p>Book Reviews</p> <p>My Spider Is...</p>	<p>peers and adults in small and larger groups.</p> <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.SL.1b Continue a conversation through multiple exchanges</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help get information or clarify something that is not understood.</p> <p>K.SL.4 Describe familiar people, places, things and events and with prompting and support provide additional detail</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.1.b Use frequently occurring nouns and verbs</p> <p>K.L1f Produce and expand complete sentences in shared language activities.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.L5a Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>K.RF.1 Demonstrate understanding of the organization and basic features of print</p> <p>K..RF.1a Follow words from left to right, top to bottom, and page by page.</p> <p>K.RF.1c Understand that words are separated by spaces in print.</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes); Isolate and pronounce the initial, medial vowel, and final sounds of three phoneme words.</p> <p>K.RF.2a Recognize and produce rhyming words.</p> <p>K.RF.2B Count, pronounce, blend and segment syllables in spoken words.</p> <p>K.RF.3 Know and apply grade level phonics ad word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for</p>
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				<p>K.RL.1 With prompting and support, ask and answer questions about key details in text</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, setting and major events in a story.</p> <p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.W.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>K.W.2 Use a combination of drawing, dictating and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Math	Geometry and Patterns	<p>Describe, model, and extend patterns</p> <p>Zero the Hero</p> <p>Counting by 1's and 10's</p> <p>Counting and Cardinality-1-10,</p> <p>Know number names and count in sequence, recognize numerals,</p>	<p>Observation Individual and Group Discussions</p> <p>Progress in Mathematics Check Your Progress</p> <p>Progress in Mathematics Workbook Pages</p>	<p>Geometry</p> <p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size</p> <p>K.G.3 Identify shapes as two-dimensional or three-dimensional</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts and attributes.</p> <p>K.G.5 Model shapes in the world by building shapes from components and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>

		write numerals 1-10, count to tell number of objects, compare numbers	Chapter Tests Fruit Loop Pattern Activity	Measurement and Date K.MD.1 Describe measurable attributes, such as length or weight. Describe several measurable attributes of a single object. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the objects by count. K.CC.1 Count to 100 by ones and tens. K.CC.2 Count forward beginning from a given number within the known
Social Studies	Unit 1: Learning to Work Together We Are In Kindergarten Friends Follow Rules Rules are Important Laura Ingalls Wilder and Booker T. Washington Biographies Holiday: Halloween	Respect, Whole-Body Listening, Following Directions, Sharing, Safety, Friendships, Working together, Paying Attention, Being aware of other children's feelings, being good citizens	Observation Individual and Group Discussions Unit Workbook Activities Picture Stories (Ex. All Kinds of Friends, Even Green!) A Share Line Ongoing conceptual artwork	K.1 Students understand that being a good citizen involves acting in certain ways. K.1.1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the character's actions. K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4.1 Determine the relative locations of objects using the terms near, far, left, right, and behind and in front. K.6.1 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
Science	Investigating Water	3 States of Water, Objects that Sink and Objects that Float, Water Drops, Ice Chips vs. Ice Cubes, Weather Tools	Observation Individual and Group Discussions States of Water Chart	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: e. Observe common objects by using the five senses. f. Describe the properties of common objects.

			<p>Water Drop Races</p> <p>Evaporation Jar Discussion</p> <p>Melting Race in Liquid Water</p> <p>Activity Cards</p> <p>Weather Tool Books</p>	<p>Communicate observations orally and through drawings. Science 1b. Students know water can be a liquid or a solid, and can be made to change back and forth from one form to the other.</p> <p>Physical Science 1c. Students know water left open in open container evaporates (goes into air) but water in a closed container does not.</p> <p>Earth Science 3b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p>
Religion	<p>Unit 1: God's Love Creates the Universe</p> <p>God Creates the Skies</p> <p>God Creates the World</p> <p>God Creates the Animals</p> <p>God Creates the People</p>	Prayer, God is a loving Creator	<p>Observation Individual and Group Discussions</p> <p>Artwork and Projects</p>	<p>VII. God is a loving Creator.</p> <p>VIII. Instructional Focus:</p> <p>E. To establish that God is the Creator of all things.</p> <p>F. To begin to identify and enjoy God's creation.</p> <p>IX. Student Performance Outcomes</p> <p>E. Church/Doctrine</p> <p>7. Identify that God is a loving creator</p> <p>8. Recognize that prayer is talking with God</p> <p>9. Identify that we are Catholic</p> <p>F. Scripture</p> <p>5. Listen to and retell stories</p> <p>6. of the Old Testament</p>

November

Themes: Fall, Thanksgiving, Scarecrows, Sharing and Helping Others, Where We Work and Live				
	Content	Skills	Examples of Assessments	Standards
Language Arts	The House that Tony Lives In Homes Around the World	Comprehension Skills: Compare and Contrast, Character, Plot, Setting, Drawing Conclusions	Observation Individual and Group Discussions Reading Street	<p style="color: red;">K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="color: red;">K.SL.1a Follow agreed upon rules for discussions</p> <p style="color: red;">K.SL.1b Continue a conversation through multiple exchanges</p> <p style="color: red;">K.SL.2 Confirm understanding of a text read aloud or</p>

	<p style="text-align: center;">Abuela</p> <p style="text-align: center;">This Is the Way We Go to School</p> <p style="text-align: center;">Letter Work: J, K, L</p>	<p>Phonemic Awareness: Counting Syllables, Sound Discrimination, Identify Sounds Phonics Skills: Decode words, Phoneme Isolation, Letter-Sound Correspondence, Initial Blends, Consonant Blends Grammar/Writing: Verbs, Adjectives</p>	<p style="text-align: center;">Practice Pages</p> <p style="text-align: center;">Handwriting Practice Pages</p> <p style="text-align: center;">I am grateful for... Writing</p> <p style="text-align: center;">The 1st Thanksgiving Decodable</p> <p style="text-align: center;">Scarecrow Literacy Centers</p> <p style="text-align: center;">I can write my Thanksgiving words! Center</p> <p style="text-align: center;">In Fall, I... Writing</p> <p style="text-align: center;">Book Reviews</p>	<p>information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help get information or clarify something that is not understood.</p> <p>K.SL.4 Describe familiar people, places, things and events and with prompting and support provide additional detail</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.1.b Use frequently occurring nouns and verbs</p> <p>K.L.1f Produce and expand complete sentences in shared language activities.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.L5a Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.1 Demonstrate understanding of the organization and basic features of print</p> <p>K..RF.1a Follow words from left to right, top to bottom, and page by page.</p> <p>K.RF.1c Understand that words are separated by spaces in print.</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes); Isolate and pronounce the initial, medial vowel, and final sounds of three phoneme words.</p> <p>K.RF.2a Recognize and produce rhyming words.</p> <p>K.RF.2b Count, pronounce, blend and segment syllables in spoken words.</p> <p>K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words</p> <p>K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme CVC words.</p> <p>K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>K.RF.3 Know and apply grade level phonics ad word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or</p>
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				<p>many of the most frequent sound for each consonant.</p> <p>K.RL.1 With prompting and support, ask and answer questions about key details in text</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, setting and major events in a story.</p> <p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information or text.</p> <p>R.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>K.RI.0 With prompting and support, identify basic similarities and differences between two texts on the same topic.</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding</p> <p>K.W.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>K.W.2 Use a combination of drawing, dictating and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.5 With guidance and support from adults, respond to</p>
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				<p>questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Math	Numbers 0-10	<p>Zero the Hero</p> <p>Counting by 1's and 10's</p> <p>Counting and Cardinality-1-10,</p> <p>Know number names and count in sequence, recognize numerals, write numerals 1-10, count to tell number of objects, compare numbers</p>	<p>Observation Individual and Group Discussions</p> <p>Progress in Mathematics Check Your Progress</p> <p>Progress in Mathematics Workbook Pages</p> <p>Chapter Tests</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.</p> <p>K.CC.4 Understand the relationship between numbers and quantities, connect counting to cardinality.</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many.</p>
Social Studies	<p>Unit 2: Where We Work and Live</p> <p>Me on a Map</p> <p>Our Homes</p>	<p>Identify neighborhoods, identify places people work in neighborhoods, identify different kinds of</p>	<p>Observation Individual and Group Discussions</p> <p>Unit Workbook Activities</p>	<p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>K.1.1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the character's actions.</p>

	<p>Our School</p> <p>Our Neighborhood</p> <p>Holiday: Thanksgiving</p>	<p>transportation, understand that we live in homes, understand why people live in neighborhoods, recognize a map of the United States, understand the purpose of maps, identify alike and different objects and people, understand that a home is where you live, identify types of homes, compare different characteristics of homes, learn that a map and a model represent the same place, identify places in school, identify jobs in school, understand neighborhoods, identify buildings commonly found in neighborhoods, identify traffic signs</p>	<p>Picture Stories</p> <p>Ongoing conceptual artwork</p> <p>Writings about our homes, school, neighborhoods, etc.</p> <p>Read and construct a map from a model</p>	<p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.4.1 Determine the relative locations of objects using the terms near, far, left, right, and behind and in front.</p> <p>K.6.1 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p>
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<p>Science</p>	<p>Weather and Seasons</p>	<p>Spring and Summer Seasons</p> <p>Fall and Winter Seasons</p>	<p>Observation Individual and Group Discussions</p> <p>Seasons Chart</p> <p>Seasons Decodable Books</p>	<p>Investigation and Experimentation</p> <p>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <p>g. Observe common objects by using the five senses.</p> <p>h. Describe the properties of common objects. Communicate observations orally and through drawings.</p> <p>Earth Science 3b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p>
<p>Religion</p>	<p>Unit 2: God’s Love Makes Me Who I Am</p> <p>All Saint’s Day (Nov. 1st)</p> <p>We Celebrate All Saint’s</p> <p>We Celebrate Thanksgiving</p> <p>God Creates Me</p> <p>God Gives Me Feelings</p> <p>God Gives Me My Senses</p>	<p>Prayer, God is a loving Creator</p>	<p>Observation Individual and Group Discussions</p> <p>Artwork and Projects</p>	<p>X. God is a loving Creator.</p> <p>XI. Instructional Focus:</p> <p>G. To establish that God is the Creator of all things.</p> <p>H. To begin to identify and enjoy God’s creation.</p> <p>XII. Student Performance Outcomes</p> <p>G. Church/Doctrine</p> <p>10. Identify that God is a loving creator</p> <p>11. Recognize that prayer is talking with God</p> <p>12. Identify that we are Catholic</p> <p>H. Scripture</p> <p>7. Listen to and retell stories</p> <p>8. of the Old Testament</p>

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December

Themes: G Is for Gingerbread, The First Christmas, The Polar Express/Trains, Where We Work and Live				
	Content	Skills	Examples of Assessments	Standards
Language Arts	Max Takes the Train On The Move If You Could Go To Anarctica Letter Work: M, N,	Comprehension Skills: Realism and Fantasy, Main idea, Draw Conclusions, Classify and Categorize Phonemic Awareness: Counting Syllables, Sound Discrimination,	Observation Individual and Group Discussions Reading Street Practice Pages Handwriting Practice Pages	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.1a Follow agreed upon rules for discussions K.SL.1b Continue a conversation through multiple exchanges K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3 Ask and answer questions in order to seek help get information or clarify something that is not understood. K.SL.4 Describe familiar people, places, things and events

	O	<p>Identify Sounds Phonics Skills: Decode words, Phoneme Isolation, Letter-Sound Correspondence, Initial Blends, Consonant Blends Grammar/Writing: Verbs, Adjectives</p>	<p>The First Christmas Book</p> <p>Christmas List for Santa</p> <p>Gingerbread Man decodable and Writing</p> <p>Book Reviews</p>	<p>and with prompting and support provide additional detail K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.L.1a Print many upper- and lowercase letters. K.L.1.b Use frequently occurring nouns and verbs K.L1f Produce and expand complete sentences in shared language activities. K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes) K.L5a Sort common objects into categories to gain a sense of the concepts the categories represent. K.RF.1 Demonstrate understanding of the organization and basic features of print K..RF.1a Follow words from left to right, top to bottom, and page by page. K.RF.1c Understand that words are separated by spaces in print. K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes); Isolate and pronounce the initial, medial vowel, and final sounds of three phoneme words. K.RF.2a Recognize and produce rhyming words. K.RF.2b Count, pronounce, blend and segment syllables in spoken words. K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme CVC words. K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words K.RF.3 Know and apply grade level phonics ad word analysis in decoding words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. K.RF.3b Associate long and short sounds with common spellings for the five major vowels K.RF.3c Read common high frequency words by sight.</p>
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				<p>K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding</p> <p>K.RL.1 With prompting and support, ask and answer questions about key details in text</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, setting and major events in a story</p> <p>K.RL.4 Ask and answer questions about unknown words in a text.</p> <p>K.RL.5 Recognize common types of text (Storybooks, poems, etc.)</p> <p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>.K.RL.10 Actively engage in group reading activities with purpose and understanding</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information or text.</p> <p>R.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>
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				<p>K.RI.0 With prompting and support, identify basic similarities and differences between two texts on the same topic.</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding</p> <p>K.W.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>K.W.2 Use a combination of drawing, dictating and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Math	Numbers to 31	<p>Identify and write numbers 11-31 and compare those numbers, order numbers to 31, estimate groups, guess and test problem-solving strategy</p> <p>Zero the Hero Counting by 1's and 10's Counting and Cardinality-1-10,</p>	<p>Observation Individual and Group Discussions</p> <p>Progress in Mathematics Check Your Progress</p> <p>Progress in Mathematics Workbook Pages</p> <p>Chapter Tests</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.</p> <p>K.CC.4 Understand the relationship between numbers and quantities, connect counting to cardinality.</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array,</p>

		Know number names and count in sequence, recognize numerals, write numerals 1-10, count to tell number of objects, compare numbers		or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many.
Social Studies	Unit 2: Where We Work and Live Here to There Our State Our World Biography: Daniel Boone Holiday: Christmas	Identify different methods of transportation, discuss traffic signs and symbols, identify Daniel Boone as a important American explorer, understand how people lived in earlier times, understand how explorers show courage, identify California as the state of residence, learn some physical characteristics of California, understand that a globe is a model of Earth, locate California on a globe, distinguish between	Observation Individual and Group Discussions Unit Workbook Activities Picture Stories Ongoing conceptual artwork Writings about our homes, school, neighborhoods, etc. Home in many languages Chart Taking Care of our Earth Book	K.1 Students understand that being a good citizen involves acting in certain ways. K.1.1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the character's actions. K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4.1 Determine the relative locations of objects using the terms near, far, left, right, and behind and in front. K.6.1 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

		land and water on a globe, describe Earth's physical characteristics, identify the north and south poles on a globe, identify different homes around the world, make connections between choice of building material and environmental conditions.		
Science	Water and Land Forms	Learn from a map of Santa Clara Valley to identify water and land forms	<p>Observation Individual and Group Discussions</p> <p>Water and land forms with play dough</p>	<p>Investigation and Experimentation</p> <p>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ul style="list-style-type: none"> i. Observe common objects by using the five senses. j. Describe the properties of common objects. <p>Communicate observations orally and through drawings.</p> <p>Physical Science – 1a. Students know objects can be described in terms of the materials they are made of and their physical properties.</p> <p>Life Science – 2a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals.</p> <p>Life Science – 2c. Students know how to identify major structures of common plants and animals.</p> <p>Earth Science – 3a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.</p>

				Earth Science – 3c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
Religion	<p>Unit 3: God’s Love Gives Me People to Love</p> <p>God Gives Me a Family</p> <p>The First Christmas</p> <p>We Celebrate Christmas</p>	Prayer, God is a loving Creator	<p>Observation</p> <p>Individual and Group Discussions</p> <p>Artwork and Projects</p>	<p>XIII. God is a loving Creator.</p> <p>XIV. Instructional Focus:</p> <p>I. To establish that God is the Creator of all things.</p> <p>J. To begin to identify and enjoy God’s creation.</p> <p>XV. Student Performance Outcomes</p> <p>I. Church/Doctrine</p> <p>13. Identify that God is a loving creator</p> <p>14. Recognize that prayer is talking with God</p> <p>15. Identify that we are Catholic</p> <p>J. Scripture</p> <p>9. Listen to and retell stories</p> <p>10. of the Old Testament</p>