

Kindergarten Curriculum Alignment Guide

Instructional Block 1: August 18, 2015 – November 6, 2015

	August	September	October	November
Initial CELDT	Aug. 18 - May 20			
Annual CELDT	Aug. 18 - Oct. 16			
DIBELS BOY	Aug. 18 – Sept. 11			
Math Assessment Due			Oct. 23	
Narrative Writing Due				Nov. 6
Report Card Due				Nov. 13
Parent Conferences				Nov. 16-20



T R C	Far Below Proficient (Intensive)	Below Proficient (Strategic)	Proficient (Benchmark)	Lexile Equivalent	Above Proficient	DIBELS Next <i>Progress Monitoring Recommendations</i>				
	Text Reading Comprehension Levels					Composite	FSF	LNF	PSF	NWF/CLS
BOY	<PC	PC Print Concept	RB Reading Behavior	25	A and above	26	10	No benchmark	Not Assessed	
MOY	RB and below	A	B	50	C and above	122	30		20	17
EOY	A and below	B	C to D	75-100	E and above	85	20		40	28
						89	Not Assessed		25	15

		Standards	Instruction		Resources
90 Minutes	Foundational Skills	CCSS-FS1 CCSS-FS2 CCSS-FS3	Print Concepts: <ul style="list-style-type: none"> Left to right, top to bottom, page by page* Recognize that spoken words are represented in written language by specific sequences of letters* Understand that words are separated by spaces in print* Phonological Awareness <ul style="list-style-type: none"> Recognize and produce rhyming words* Blend and segment onsets and rimes of single-syllable spoken words* Blend 2 to 3 phonemes into recognizable words Isolate and pronounce the initial in three-phoneme (consonant-vowel-consonant, or CVC) words (<i>Assessed</i>) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words Phonics: <ul style="list-style-type: none"> Letter-sound correspondence (beginning in September). 		symboloo.com/mix/K1skills 1. Visit the URL listed 2. Click "START USING THIS WEBMIX" 3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 Minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.1, A.3, B.5, B.6, C.9 Part 2: How English Works A.1, B.3, B.4, C.6	<ul style="list-style-type: none"> Exchanging information and ideas Offering opinions Listening actively Reading/Viewing closely Presenting 	<ul style="list-style-type: none"> Understanding text structure Using verbs and verb phrases Using nouns and noun phrases Connecting ideas 	
Theme: Relationships Key Ideas: Connection, Influence, Impact Essential Questions: What impact do relationships have? Standards Addressed: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RL.K.1, RL.K.2, RL.K.7, W.K.3					
Language and Literacy 90 Minutes	Life Science	LS K.2	Life Science: How do organisms live, grow, respond to their environment, and reproduce? FOSS Kit: Animals 2 x 2 Select Read-Aloud Lesson Plan from titles listed below <u>Bats</u> , <u>Cactus Hotel</u> , <u>Commotion in the Ocean</u> , <u>Here is the African Savannah</u> , <u>Stella Luna</u> , <u>Zinnia's Flower Garden</u>		<u>Animals 2 x 2</u> <u>Fish Out of Water</u> <u>Some Smug Slugs</u>
	Social Studies	<i>Across All Instructional Blocks:</i> K.2, K.5, K.6.1 <i>Specific to Instructional Block 1:</i> K.1, K.1.1, K.1.2, K.1.3	How do people work together? Scott Foresman- Content Readers: <u>Rules</u> , <u>Why We Have Rules</u> , <u>Rules Make Life Work</u> Select Read-Aloud Lesson Plan: <u>How My Family Lives in America</u> , <u>Mama Panya's Pancakes</u> Kindergarten Video: Pearson Online Learning Exchange- <u>Rules We Live By</u>		<u>The Sneetches</u> <u>The Little Red Hen</u> <u>Aesop's Fables</u> <u>The People Could Fly</u>
	Writing	LK.1a, LK.1b, LK.13, LK.2a, LK.2b, LK.2c, LK.2d, SL.1a, SL.1b	Narrative: Draw material for characters, setting, and possible sequence of events from a pictorial source. Discuss with peers, collect ideas and notes from writing, then draft and edit a written narrative.		<u>Grandfather Counts</u> <u>A Day's Work</u> <u>Chrysanthemum</u> <u>My Friend and I</u>

Kindergarten Curriculum Alignment Guide
Instructional Block 2: November 9, 2015 – February 26, 2016

	Nov.	Dec.	Jan.	Feb.	Mar.
Initial CELDT	Aug. 18-May 20				
DIBELS MOY			Jan. 11-19		
Math Assessment Due				Feb. 19	
Informative Writing Due				Feb. 12	
Report Card Due					Mar. 4
Parent Conferences					Mar. 7-11

T R C	Far Below Proficient (Intensive)	Below Proficient (Strategic)	Proficient (Benchmark)	Lexile Equivalent	Above Proficient	DIBELS Next				
	Text Reading Comprehension Levels					Composite	FSF	LNF	PSF	NWF/CLS
BOY	<PC	PC	RB	25	A and above	26	10	No benchmark	Not Assessed	
MOY	RB and below	A	B	50	C and above	122	30		20	17
EOY	A and below	B	C to D	75-100	E and above	119	Not Assessed		10	8
						89			40	28
									25	15

Progress Monitoring Recommendations
 Benchmark: As needed
 Strategic: Once every two weeks
 Intensive: Once a week

Green: Benchmark
 White: At Risk

		Standards	Instruction	Resources
90 Minutes	Foundational Skills	CCSS-FS1 CCSS-FS2 CCSS-FS3	Print Concepts: <ul style="list-style-type: none"> Recognize and name all upper and lowercase letters of the alphabet Phonological Awareness <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (Assessed) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words* (Assessed) Phonics: <ul style="list-style-type: none"> Letter-Sound Correspondence VC (am) words- Begin blending routines when students know 4-6 sounds with at least one vowel* CVC (sat) words and VCC (ask) words Segment and spell VC, CVC, VCC words Read common high frequency words (Assessed) <p align="right">*mastery</p>	symbaloo.com/mix/K1skills 1. Visit the URL listed 2. Click "START USING THIS WEBMIX" 3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 Minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.2, B.7, C.10 Part 2: How English Works: A.1, B.3, B.4	<ul style="list-style-type: none"> Interacting via written English Composing/Writing <ul style="list-style-type: none"> Understanding text structure Using verbs and verb phrases Using nouns and noun phrases 	
Theme: Cause and Effect Key Ideas: Action, Reaction, Consequences Essential Questions: What happened and why did it happen? Standards Addressed: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, W.K.2				
Language and Literacy 90 Minutes	Physical Science	PS K.1	Physical Science: How can we use cause and effect to explain the structure, property, and interaction of matter? FOSS Kit: Wood and Paper Select Read-Aloud Lesson Plan from titles listed below <u>The Tortilla Factory</u> , <u>From Cow to Ice Cream</u> , <u>From Seed to Plant</u>	<u>The Storm Forces and Motion</u> <u>Change It: Solid, Liquid, Gas</u>
	Social Studies	<i>Across All Instructional Blocks:</i> K.2, K.5, K.6.1 <i>Specific to Instructional Block 2:</i> K.3, K.4	How do people help each other to learn and work? Scott Foresman- Content Reader- <u>What Jobs Do People Do?</u> , <u>Jobs In My Community</u> , <u>Who Does This Job?</u> , <u>Jobs! Jobs!</u> Select Read-Aloud Lesson Plan: <u>Fire! Fire!</u> by Gail Gibbons, <u>Russ and the Firehouse</u> Digital Path Video: <u>Jobs People Have</u>	<u>Harvesting Hope</u> <u>Of Thee I Sing</u> <u>Dr. De Soto</u>
	Writing	W2, W6, L1a, L1b, L2a, L2b, L2c, L6, RI3, RI8, SL1a, SL1b	Informational: Draw information from one or more audio-visual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written informative/explanatory text.	<u>The Little Red Hen</u> <u>The Tortoise and the Hare</u> <u>If You Give a Mouse a Cookie</u>

Kindergarten Curriculum Alignment Guide
Instructional Block 3: February 29, 2016 – June 10, 2016

	March	April	May	June
Initial CELDT	Aug. 18 -May 20			
DIBELS EOY			May 16 – June 3	
Math Assessment Due		April 29		
Opinion Writing Due		April 29		
Report Card Due				June 10
Parent Conferences <i>(if required)</i>				June 6-10



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						Composite	FSF	LNF	PSF	NWF/CLS
Text Reading Comprehension Levels										
BOY	<PC	PC	RB	25	A and above	26	10	No benchmark	Not Assessed	
MOY	RB and below	A	B	50	C and above	13	5		20	17
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						85	20		40	28
						89	Not Assessed		25	15

		Standards	Instruction		Resources
90 Minutes	Foundational Skills	CCSS-FS1 CCSS-FS2 CCSS-FS3 CCSS- FS4	Phonics: <ul style="list-style-type: none"> CVC (sat) words* VCC (ask) words* Segment and spell VC, CVC, and VCC words* Recognize the common spellings of long (a_e, e_e, i_e, o_e, u_e) and short vowel sounds Read common high frequency words once students demonstrate understanding of the alphabetic principle <i>(Assessed)</i> Fluency: <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding *mastery 		symboloo.com/mix/K1skills Visit the URL listed Click "START USING THIS WEBMIX" Close sign in window or login (Your choice. No login necessary to use links.) Start using webmix! ☺
60 Minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.2, B.7, C.9 Part 2: Learning About How English Works A.1, A.2, B.5, C.6	<ul style="list-style-type: none"> Interacting via written English Evaluating language choices Presenting Understanding text structure 	<ul style="list-style-type: none"> Understanding cohesion Modifying to add details Connecting ideas 	
Theme: Change Key Ideas: Growth, Time, Progress Essential Questions: Why do things change? Standards Addressed: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, W.K.1					
Language and Literacy 90 Minutes	Earth Science	ES.K.3 LS.K.2	Earth Science: How has our Earth changed? FOSS Kit: Trees Select Read-Aloud Lesson Plan from titles listed below <u>Gilberto and the Wind, On the Same Day in March, The Snow is Falling, The Snowy Day, A Year at Maple Hill Farm, Thunder Boomer, When the Root Children Wake Up</u>		<u>Earthquakes</u> <u>Let's Go Collecting Rocks</u> <u>What the World is Made Of</u>
	Social Studies	<i>Across All Instructional Blocks:</i> K.2, K.5, K.6.1 <i>Specific to Instructional Block 3:</i> K.6.3	How are things the same and how are they different? Harcourt- Spotlight on Standards Content Readers: <u>George Washington, George Washington: Our First President, George Washington: Father of Our Country</u> Pearson Online Learning Exchange: "Living Long Ago"		<u>How Do We Learn?</u> <i>(big book)</i> <u>Trees</u> <i>(big book and student text)</i> <u>Our Very Own Tree</u> <i>(flip book)</i>
	Writing	W1, L1a, L1b, L1e, L2a, L2b, L2c, L2d, RI2, RI8, SL1a, SL1b	Opinion: Draw information from one or more textual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written opinion piece. Students will listen to read aloud to determine evidence for opinion writing.		<u>The Giving Tree</u> <u>The Little House</u> <u>Two Homes</u>