## Kindergarten Curriculum Alignment Guide

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

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<th>Standards</th>
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| **90 Minutes**                                                          | **Print Concepts:**  
- 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:**  
- 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 (Assessed)  
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words  
**Phonics:**  
- Letter-sound correspondence (beginning in September), *mastery  
| **60 Minutes**                                                          | **Exchanging information and ideas**  
**Offering opinions**  
**Listening actively**  
**Reading/Viewing closely**  
**Presenting**  
| **50 Minutes**                                                          | **Understanding test structure**  
**Using verbs and verb phrases**  
**Using nouns and noun phrases**  
**Connecting ideas** |
| **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  
**Life Science:**  
LS.K.2  
**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  
- Bats, Cactus Hotel, Commotion in the Ocean, Here is the African Savannah, Stella Luna, Zinnia’s Flower Garden  |
| **Language and Literacy**                                               | **Across All Instructional Blocks:**  
K.2, K.5, K.6.1  
**Specific to Instructional Block 1:**  
K.1, K.1.1, K.1.2, K.1.3  
**How do people work together?**  
Scott Foresman- Content Readers: Rules, Why We Have Rules, Rules Make Life Work  
Select Read-Aloud Lesson Plan: How My Family Lives in America, Mama Panya’s Pancakes  |
| **Writing**                                                             | **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. |

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**Standards**  
CCSS-FS1  
CCSS-FS2  
CCSS-FS3  

**Instruction**  

**Print Concepts:**  
- 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:**  
- 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 (Assessed)  
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words  
**Phonics:**  
- Letter-sound correspondence (beginning in September), *mastery  

**Instruction**  
- Exchanging information and ideas  
- Offering opinions  
- Listening actively  
- Reading/Viewing closely  
- Presenting  

**Resources**  
- Visit the URL listed  
- Click "START USING THIS WEBMIX" (External)  
- Items marked with * are not assessed.  
- Talk to teacher for links.)  

**Standards Addressed:**  
RL.K.1, RL.K.2, RL.K.7, W.K.3  

**Key Ideas:**  
Connection, Influence, Impact  

**Essential Questions:**  
What impact do relationships have?  

**Skills:**  
Animals 2 x 2  
Fish Out of Water  
Some Smug Slugs  
The Sneeetches  
The Little Red Hen  
Aesop’s Fables  
The People Could Fly  
Grandfather Counts  
A Day’s Work  
Chrysanthemum  
My Friend and I
### Kindergarten Curriculum Alignment Guide

#### Instructional Block 2: November 9, 2015 – February 26, 2016

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<td>Aug. 18-May 20</td>
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<td>DIBELS MOY</td>
<td>Jan. 11-19</td>
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<td>Math Assessment Due</td>
<td>Feb. 19</td>
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<td>Informative Writing Due</td>
<td>Feb. 12</td>
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<td>Report Card Due</td>
<td>Mar. 4</td>
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<td>Parent Conferences</td>
<td>Mar. 7-11</td>
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#### Standards
- CCSS-FS1
- CCSS-FS2
- CCSS-FS3

#### Instruction
- **90 Minutes**
  - Foundational Skills
  - Part 1: Interacting in Meaningful Ways
    - A2, B7, C10
  - Part 2: How English Works: A.1, B.3, B.4
    - Interacting via written English
    - Composing/Writing

- **60 Minutes**
  - ELD
  - Part 1: Using Nouns and Noun Phrases
  - Part 2: Using Verbs and Verb Phrases

#### Resources
- **symbolo.com/mix/K1skills**
  1. Visit the URL listed.
  2. Click "START USING THIS WEBMIX".
  3. Close sign in window or log in.

#### Print Concepts:
- Recognize and name all upper and lowercase letters of the alphabet

#### Phonological Awareness:
- 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:
- Letter-Sound Correspondence
- VC (consonant-vowel-consonant) words
- CVC (consonant-vowel-consonant) words
- Segment and spell VC, CVC, VCC words
- Read common high frequency words (Assessed)

#### Text Reading Comprehension Levels
- **BOY**: <PC
  - PC
  - RB
  - 25
  - A and above
  - 26
  - 10
- **MOY**: RB and below
  - A
  - B
  - 50
  - C and above
  - 122
  - 30
- **E0Y**: A and below
  - B
  - C to D
  - 75-100
  - E and above
  - 119
  - Not Assessed

#### Concept Reader
- PS K1
- 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
  - The Tortilla Factory, From Cow to Ice Cream, From Seed to Plant

#### Social Studies
- Across All Instructional Blocks: K.2, K.5, K.6.1
- Specific to Instructional Block 2: K.3, K.4
  - How do people help each other to learn and work?
    - Scott Foresman- Content Reader - What Jobs Do People Do?, Jobs In My Community, Who Does This Job?, Jobs! Jobs!
    - Select Read-Aloud Lesson Plan: Fire! Fire! by Gail Gibbons, Russ and the Firehouse
  - Digital Path Video: Jobs People Have

#### Writing
- W2, W6, L.1a, L.1b, L.2a, L.2b, L.2c, L.6, L.13, R.1B, SL.1a, SL.1b
  - 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.

#### DIBELS Next
- **Progress Monitoring Recommendations**
  - Benchmark: As needed
  - Strategic: Every two weeks
  - Intensive: Once a week

#### Standards Addressed:

#### Theme: Cause and Effect
- Key Ideas: Action, Reaction, Consequences
- Essential Questions: What happened and why did it happen?

#### Jobs!! Jobs!! Jobs!!

#### Far Below Proficient (Intensive)
- Composite
  - DIBELS Next: Benchmark/Strategic/Intensive: Not Assessed

#### Below Proficient (Strategic)
- DIBELS Next: Benchmark/Strategic/Intensive: Not Assessed
- Composite: 25

#### Proficient (Benchmark)
- DIBELS Next: Benchmark/Strategic/Intensive: Not Assessed
- Composite: 75

#### Lexile Equivalent
- DIBELS Next: Benchmark/Strategic/Intensive: Not Assessed
- Composite: 85

#### Above Proficient
- DIBELS Next: Benchmark/Strategic/Intensive: Not Assessed
- Composite: 90

#### Digital Path Video
- Select Read
- FOSS Kit: Physical Studies
- How do people help each other to learn and work?
  - Select Read-Aloud Lesson Plan: Fire! Fire! by Gail Gibbons, Russ and the Firehouse
  - Select Read-Aloud Lesson Plan: Fire! Fire! by Gail Gibbons, Russ and the Firehouse

#### Jobs!! Jobs!! Jobs!!

#### The Storm
- Forces and Motion
- Change It: Solid, Liquid, Gas

#### Harvesting Hope
- Of Thee I Sing
- Dr. De Soto

#### The Little Red Hen
- The Tortoise and the Hare
- If You Give a Mouse a Cookie