

# 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				
	Text Reading Comprehension Levels					Progress Monitoring Recommendations				
						Benchmark: As needed Strategic: Once every two weeks Intensive: Once a week				
						Green: Benchmark White: At Risk				
						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	13	5		122	30
EOY	A and below	B	C to D	75-100	E and above	85	20		85	20
						119	Not Assessed	No benchmark	40	28
						89			25	15

		Standards	Instruction	Resources
90 Minutes	Foundational Skills	CCSS-FS1 CCSS-FS2 CCSS-FS3	<p><b>Print Concepts:</b></p> <ul style="list-style-type: none"> <li>Left to right, top to bottom, page by page*</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters*</li> <li>Understand that words are separated by spaces in print*</li> </ul> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words*</li> <li>Blend and segment onsets and rimes of single-syllable spoken words*</li> <li>Blend 2 to 3 phonemes into recognizable words</li> <li>Isolate and pronounce the initial in three-phoneme (consonant-vowel-consonant, or CVC) words (<i>Assessed</i>)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter-sound correspondence (beginning in September).</li> </ul>	<p style="text-align: center;"><b>symbaloo.com/mix/K1skills</b></p> <ol style="list-style-type: none"> <li>Visit the URL listed</li> <li>Click "START USING THIS WEBMIX"</li> <li>Close sign in window or login (Your choice. No login necessary to use links.)</li> <li>Start using webmix! ☺</li> </ol>
60 Minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.1, A.3, B.5, B.6, C.9	<ul style="list-style-type: none"> <li>Exchanging information and ideas</li> <li>Offering opinions</li> <li>Listening actively</li> <li>Reading/Viewing closely</li> <li>Presenting</li> </ul>	
<p>Theme: <b>Relationships</b></p> <p>Key Ideas: Connection, Influence, Impact</p> <p>Essential Questions: <b>What impact do relationships have?</b></p> <p>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</p>				
Language and Literacy 90 Minutes	Life Science	LS K.2	Life Science: <b>How do organisms live, grow, respond to their environment, and reproduce?</b> 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	<b>How do people work together?</b> 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	
Informational 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	<b>Print Concepts:</b> <ul style="list-style-type: none"> <li>Recognize and name all upper and lowercase letters of the alphabet</li> </ul> <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (Assessed)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words* (Assessed)</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>Letter-Sound Correspondence</li> <li>VC (am) words- Begin blending routines when students know 4-6 sounds with at least one vowel*</li> <li>CVC (sat) words and VCC (ask) words</li> <li>Segment and spell VC, CVC, VCC words</li> <li>Read common high frequency words (Assessed)</li> </ul> <p align="right">*mastery</p>	<a href="http://symbaloo.com/mix/K1skills">symbaloo.com/mix/K1skills</a> 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: Learning About How English Works A.1, B.3, B.4	<ul style="list-style-type: none"> <li>Interacting via written English</li> <li>Composing/Writing</li> <li>Understanding text structure</li> <li>Using verbs and verb phrases and using nouns and noun phrases</li> </ul>	
<b>Theme: Cause and Effect</b> Key Ideas: Action, Reaction, Consequences Essential Questions: <b>What happened and why did it happen?</b> 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	<b>Physical Science: How can we use cause and effect to explain the structure, property, and interaction of matter?</b> 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	<u>The Storm</u> <u>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	<b>How do people help each other to learn and work?</b> 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	<b>Informational:</b> 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
<b>Text Reading Comprehension Levels</b>										
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
EOY	A and below	B	C to D	75-100	E and above	85	20		10	8
						119	Not Assessed		40	28
						89			25	15

		Standards	Instruction	Resources
90 Minutes	Foundational Skills	CCSS-FS1 CCSS-FS2 CCSS-FS3 CCSS-FS4	<b>Phonics:</b> <ul style="list-style-type: none"> <li>CVC (sat) words*</li> <li>VCC (ask) words*</li> <li>Segment and spell VC, CVC, and VCC words*</li> <li>Recognize the common spellings of long (a_e, e_e, i_e, o_e, u_e) and short vowel sounds</li> <li>Read common high frequency words once students demonstrate understanding of the alphabetic principle <i>(Assessed)</i></li> </ul> <b>Fluency:</b> <ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding</li> </ul>	<a href="http://symboloo.com/mix/K1skills">symboloo.com/mix/K1skills</a> 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.9 Part 2: Learning About How English Works A.1, A.2, C.6	<ul style="list-style-type: none"> <li>Interacting via written English</li> <li>Evaluating language choices</li> <li>Presenting</li> <li>Understanding text structure</li> <li>Understanding cohesion</li> <li>Connecting ideas</li> </ul>	
Theme: <b>Change</b> Key Ideas: Growth, Time, Progress Essential Questions: <b>Why do things change?</b> 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: <b>How has our Earth changed?</b> FOSS Kit: Trees Select Read-Aloud Lesson Plan from titles listed below <u>Gilberto and the Wind</u> , <u>On the Same Day in March</u> , <u>The Snow is Falling</u> , <u>The Snowy Day</u> , <u>A Year at Maple Hill Farm</u> , <u>Thunder Boomer</u> , <u>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: K.2, K.5, K.6.1</i> <i>Specific to Instructional Block 3: K.6.3</i>	<b>How are things the same and how are they different?</b> Harcourt- Spotlight on Standards Content Readers: <u>George Washington</u> , <u>George Washington: Our First President</u> , <u>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>