

Quincy Public School Kindergarten Curriculum Map

1 st Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop-
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes) Handwriting	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	(30 minutes) *Integrate across the curriculum.
AUGUST				<u>Small Group:</u> Guided Reading, Shared Reading, Assisted Writing, Interactive Writing,	<u>Independent Practice:</u> Independent Learning Centers are teacher-directed learning centers. They should be a continuation of independent practice that promote automaticity and transfer. Centers should reflect lessons from literacy, writer's, math and content workshop. The centers should be focused on hands-on, minds-on meaningful activities and not worksheets. These activities can also be the same or similar to the Choice center activities. 15-20 minutes of tech time.	Play based Choice Learning Center activities are facilitated by the teacher and freely chosen and directed by children. Implementing play in the classroom includes planned, purposeful activities. Productive and intentional play builds on children's initiative and interests but does not descend into chaos.	<u>Writer's Workshop Framework:</u> <u>Whole Class:</u> Write Aloud, Shared/Interactive writing, Mini lessons, Share Time *Use of knowledge of text structure, composing strategies, and knowledge <u>Small Group:</u> Guided Writing, Conferences, Tailored Mini lessons/interactive writing <u>Independent Practice:</u> One on one conferences, independent/writing, projects			
	<u>Launching the Reader's Workshop: 20-day planner pacing guide</u> Model and Practice Routines: <ul style="list-style-type: none"> • Routine 1 • Routine 2 • Routine 3 • Routine 4 • Routine 5 Interactive Read Aloud: <ul style="list-style-type: none"> • 1. Be an Active Listener • 2: Think and Talk about Reading 	<u>Read Aloud for Enjoyment:</u> <ul style="list-style-type: none"> • Fiction: Little Koko Bear and His Socks • Informational Text: My Whale and a Tale <u>Reader's Workshop Mini-Lessons</u> <ul style="list-style-type: none"> • 1: Why Readers Read • 2: Ways to read a book. • 3: How Readers Figure Out New Words 	<u>Support and establish independence at centers</u>	<u>Introduce structures and routines for centers</u> <ul style="list-style-type: none"> • Role, responsibilities • Problem solving • Introduce Centers 	<u>Introduce structures and routines for centers</u> <ul style="list-style-type: none"> • Roles, responsibilities • Problem solving • Planning for play • Introduce choices/practice shorter time 	<u>Interactive Writing:</u> <u>Handwriting</u> <ul style="list-style-type: none"> • Writing names correctly Letter Launching- This also happens the first week of Unit 1 in Phonics for letter recognition.	<u>Unit 1: Math Is</u> <ul style="list-style-type: none"> • Unit Opener: Ignite • 1-1 Math is Mine • 1-2 Math is Exploring and Thinking • 1-3 Math is in Our World 			
	<u>Launching the Reader's Workshop:</u> Model and Practice Routines: <ul style="list-style-type: none"> • Routine 6 • Routine 7 • Routine 8 • Routine 9 • Routine 10 Interactive Read Aloud: <ul style="list-style-type: none"> • 3: Reread to Support Comprehension • 4: Use Pictures to Support Comprehension • 5: Ask Questions to Support Comprehension 	<u>Reader's Workshop Mini-Lessons</u> <ul style="list-style-type: none"> • 4: Distinguishing Characteristics of Fiction and Informational Text • 5: Informational Text Features • 6: Describe characters • 7: Describe Settings <u>Shared Reading:</u> 1: Little Koko Bear and His Socks	<u>Support and establish independence at centers</u>	<u>Suggested opportunities:</u> <ul style="list-style-type: none"> • Letter activities • Oral language: puppets/retelling stories • Browsing books/library/Big books • Listening to books • Writing/Drawing stories • Names (mag. Letters): self/others • Discovery (integrate content lessons) • Calendar Work • Weather (draw, predict) • Rhyming Stories/Nursery Rhymes • Fine motor: sample ideas in appendix of map 	<u>Suggested opportunities</u> <ul style="list-style-type: none"> • Imagination Station – weather • Puppets – free play or retell story • Art / Fine Motor Station: drawing – student choice of topic or medium • Building Blocks: Working together • Books 	<u>Interactive Writing:</u> <u>Handwriting</u> <ul style="list-style-type: none"> • Writing names correctly Letter Launching	<ul style="list-style-type: none"> • 1-4 Math is Explaining and Sharing • 1-5 Math is Finding Patterns • 1-6 Math is Ours • Unit Review/Fluency Practice 			

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Literacy Footprints Benchmark • Letter Identification • Running Records | <ul style="list-style-type: none"> • KIDS assessment • Math Assessment • Kindergarten Common Assessment | <ul style="list-style-type: none"> • Phonics Assessments • Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

1 st Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: SS Lessons 2-5										
Month	Literacy Workshop					Writer's Workshop & Grammar			Math Workshop	Content Workshop-
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson: (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop/Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	(20-30 minutes) *Integrate across the curriculum.
S E P T E M B E R	<p>Launching the Reader's Workshop:</p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 11 Routine 12 Routine 13 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 6: Draw inferences 	<p>Launching the Phonics Workshop:</p> <ul style="list-style-type: none"> Alphabet Recognition Phonological awareness/word discrimination Count letters Rhyme Sentence completion /Rhyme <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic Awareness is also embedded into Phonics lessons.</p>	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 8: Describe events in a Plot 9: Introduction to Book Talks <p>Shared Reading: 1-2: Little Koko Bear and His Socks.</p>	<p>Support and establish independence at centers</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books Listening to books Writing/Drawing stories: Tracing letters, building letters/words with manipulatives, Write the room, Labeling, lists Names (mag. Letters) self/others Discovery (integrate content lessons) Big Books: Read, Retell, Letter hunt Weather work Calendar Work Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station – weather Puppets – free play or retell stories Art:/Fine Motor station: drawing – student choice of topic or medium Building Blocks: Working together Listening to or browsing books 	<p>Launching Our Community of Writers: Immersion</p> <ul style="list-style-type: none"> Writing is all around us. Look closer at the writing. Sometimes writing doesn't contain words. Sometimes writing teaches us about things. Writing helps to remind us of things worth remembering. <p>Handwriting</p> <ul style="list-style-type: none"> Concept of a line and a circle <p>Letter Launching</p>	<p>Focus Area 1: Using Shapes to Communicate</p> <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. 	<p>Unit 2 Numbers to 5 <i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 2-1 Count 1,2, and 3 2-2 Represent 1,2, and 3 2-3 Count 4 and 5 	<p>Unit: Animal Needs & Plant Needs Skills: At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Use observations to describe patterns of what plants and animals (including humans) need to survive. (LS1-1) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (ESS2-2) Use a model to represent the relationship between the needs of different plants or animals (including humans) and the place they live. (ESS3-1) Communicate solutions that will reduce the impact of humans on the land, water, air, and/other living things in the local environment. (ESS3-3) <p>Resource: Mystery Science: Animal Needs & Plant Needs</p> <p>Activities: Animals Needs</p> <ul style="list-style-type: none"> Session 1-3 Session 4-7 Session 7-10 Session 10-14 <p>Assessments: Animals Needs</p> <ul style="list-style-type: none"> Session 1-3 Session 4-7 Session 7-10 Session 10-14
	<p>Launching the Reader's Workshop:</p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 14 Routine 15 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 7: Check Understanding While Reading 9: Fiction: Identify New Vocabulary Words 8: Constructive Conversation 	<p>Launching the Phonics Workshop:</p> <ul style="list-style-type: none"> High frequency words-can Words vs. letters Spaces between words Words in sentences/syllable segmentation Sentence completion <p>Phonemic Awareness Give phonemic awareness assessment</p>	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 10: How the Classroom Library is Organized 11: How we Show for Books in the Classroom 12: Making Good Book Choices 13: How We Use our Books Bags 14: How to Work with Reading Partners 	<ul style="list-style-type: none"> Begin pulling up students in groups or one on one <ul style="list-style-type: none"> Name writing ABC chart Refer to the checklist to see when students are ready for books <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.</p>		<ul style="list-style-type: none"> Imagination Station-house/kitchen Puppets – free play or retell story Art/ Fine Motor Station: drawing – student choice of topic or medium Building Blocks: Working together Listening to or browsing books 	<p>Launching Our Community of Writers: Workshop Roles and Routines</p> <ul style="list-style-type: none"> Writers have lots of paper choices and try them out. Writers make notes to friends and loved ones. Writers use folders to keep their work safe. Writers have partners to share ideas. Writers never stop writing. <p>Handwriting</p> <ul style="list-style-type: none"> Sorting letters: Short/tall, slants, circles, dots <p>Letter Launching</p>	<ol style="list-style-type: none"> Search for Shapes Name the Shapes in a Person Name That Feelings Name the Most Important Parts Action and Motion Tell Me What Shapes to Draw Moving Shape Cards to Create Guess What I Made People Step by Step Animals Step by Step Sketch a Loved One Sketch the Outdoors Add More to a Sketch Add Action Add Feelings or Make Emojis 	<ul style="list-style-type: none"> 2-4 Represent 4 and 5 2-5 Represent 0 2-6 Numbers to 5 2-7 Equals Groups to 5 2-8 Greater Than and Less Than 	
	<p>Launching the Reader's Workshop:</p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 16 Routine 17 Routine 18 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 9: Fiction: Identify New Vocabulary Words 10: Informational Text: Identify New Vocabulary Words <p>WAR: Draw/Write about your favorite part. What is your favorite part?</p>	<p>Launching the Phonics Workshop:</p> <ul style="list-style-type: none"> Phoneme isolation Directionality Match lowercase letters Identify letters in a sentence Blending syllables 	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 15: Reading Partners: Accountability During Reading 16: Why Readers Abandon Books 17: Responding to Reading 18: How We Make Book Recommendations 19: Using Self-Stick Notes AS I Read 20: Preparing for the Reading Conference <p>Shared Reading: 3-4: My Whale of a Tale</p>	<p>Begin small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing <ul style="list-style-type: none"> Concepts About Print (Front of the book, back of the book, letter/word) Simple High-Frequency words ABC chart Name Writing 		<ul style="list-style-type: none"> Imagination Station: house/kitchen Puppets – free play or retell story Art/ Fine Motor Station: drawing – student choice of topic or medium Building Blocks Listening to or browsing books 	<p>Launching Our Community of Writers: Workshop Roles and Routines</p> <ul style="list-style-type: none"> Writers think/say/sketch in order to plan their writing. Writers think/say/sketch/write. Writers look at the inspiration board for ideas. Writers give ideas for writing to partners. Writers rehearse their writing with their writing partners. <p>Letter Launching</p>		<ul style="list-style-type: none"> 2-9 Compare Numbers to 5 Math Probe: Who Has More Stickers? Unit Review/Fluency Practice 	
	<p>Review and Reteach Author Study: Choose an author's set of books to study in depth. See appendix.</p> <ul style="list-style-type: none"> Understand the "who" of the story. Understand the "what" of the story Identify similarities in the experiences of characters Identify differences in the adventures of characters Identify new words & phrases 	<p>Launching the Phonics Workshop:</p> <ul style="list-style-type: none"> Alphabet recognition Alphabet recognition Phoneme isolation Phoneme blending Phoneme blending 	<p>Review and Reteach</p>	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing <ul style="list-style-type: none"> Concepts About Print (Front of the book, back of the book, letter/word) Simple High-Frequency words Name Writing ABC chart 		<ul style="list-style-type: none"> Imagination Station: house/kitchen Puppets – free play or retell story Art/ Fine Motor Station: drawing – student choice of topic or medium Building Blocks Listening to or browsing books 	<p>Launching Our Community of Writers: Drafting Different Types of Writing</p> <ul style="list-style-type: none"> Writers make maps of places they know well. Writers use shapes they know to sketch. Writers teach others about something they know. Writers write about what they like or love. Writers write about what they like of love and share why. <p>Handwriting</p> <ul style="list-style-type: none"> Using the "over" stroke: c, o, a, d, g 		<ul style="list-style-type: none"> Performance Task Unit Assessment <p>Report Card Math Assessments-</p>	

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

1 st Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: PBIS Booster, SS Unit 2: Lessons 6-8										
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	Content Workshop- (30 minutes) *Integrate across the curriculum.	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes- weekly)	Writer's Workshop (45 minutes)			Grammar Study
O C T O B E R	Unit 1: Week 1: Plants and Animals Have Needs <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> What Do Animals Need? <p style="color: red;">ODW- Informational Snakes</p> <p>Day 1:</p> <ul style="list-style-type: none"> Name front, back, title page of book. Determine facts about snakes using illustrations and text. <p>Day 2</p> <ul style="list-style-type: none"> Identify main topic and orally retell key details. <p>Day 3</p> <ul style="list-style-type: none"> Identify parts needed to complete class book (front, back title) and share. Review essential questions, and revisit enduring understanding. 	Unit 1: Week 1 <ul style="list-style-type: none"> Alphabet review Recognize and produce rhyme/syllable blending <p>Phonemic Awareness Supplement activities based off assessment.</p>	<u>Shared Reading:</u> <ul style="list-style-type: none"> Bears Eat Honey What Animals Need Unit Poem: Tommy <p><u>Reading Mini-Lesson:</u> <ul style="list-style-type: none"> Introduce the Unit: Plants and Animals Have Needs Introduce the Genre: Informational Text Asl Questions Identify Important Details Use Illustrations and Text to Determine Word Meanings </p>	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word work (Beginning Sounds/letters) 	<u>Suggested opportunities:</u> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books/Listening to books Writing/Drawing stories: Write the room, personal narratives, labeling, lists Names (mag. Letters) self/others Letter work (sorting: tall, short, circles, dots) Counting letters Discovery: Plants/Animals Big Books: Read, Retell, Letter Hunt Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map Research & Inquiry Project: Needs of Things 	<u>Suggested opportunities:</u> <ul style="list-style-type: none"> Imagination Station/Props: act out story or play restaurant (pizza, donut shop, bakery) Building Blocks: sorting, building, ramps, make name with blocks Art/ fine Motor Station Fitness: movement with music, match movement with tempo Game/Puzzle Station 	<u>Launching Our Community of Writers: Revising/Editing</u> <ul style="list-style-type: none"> Writers ask themselves: Where can I add more details to pictures? Writers ask themselves: Where can I add more details to words/letters? Writers ask themselves: Can I add another page? Writers ask themselves: Can I use some new letters and words I have learned? Writers look through all of their writing and pick the one they most want to publish-make it beautiful. <p>Handwriting Using the "over" stroke: q, s, f</p>	Focus Area 2: Writing in the "Right" Direction <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> Sing and Pound Sort the Symbol To the Right, To the Right Modeled Writing Show Me Where to Go Use an ABC chart for Beginning Sounds Make an Anchor Chart Together Meatball Spaces Separate Words Alphabet Exercise Interactive Writing: To the Right, To the Right Individual Meatball Spacers Partner Talk Time Trace Along the Line Use the ABC Chart Peer Teaching and Celebration 	Unit 3 Numbers to 10 *Choose one application station per unit *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 3-1 Count 6 & 7 3-2 Represent 6 & 7 3-3 Count 8 & 9 	Continued: Content: Animal Needs & Plant Needs <u>Plant Needs Activities</u> <ul style="list-style-type: none"> Session 1-4 Session 5-8 Session 9-12 <p>Plant Needs: Assessments • Session 1-4 • Session 5-8 • Session 9-12</p>
	Unit 1: Week 2: Plants and Animals Have Needs <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> What Do Plants Need? Teacher Choice <p style="color: red;">ODW Writing</p> <p>Day 1:</p> <ul style="list-style-type: none"> Introduce the class chart "All About Snakes" and add facts from the texts. <p>Day 2:</p> <ul style="list-style-type: none"> Model writing a fact/ rehearse facts Independently draw and or write to create a page for class book 	Unit 1: Week 2 <ul style="list-style-type: none"> Letter m Phoneme isolation <p>Phonemic Awareness Supplement activities based off assessment.</p>	<u>Shared Reading:</u> <ul style="list-style-type: none"> Soil, Water, Air, and Light Plant Parts Unit Poem-Tommy <p><u>Reading Mini-Lesson:</u> <ul style="list-style-type: none"> Ask questions Identify Important Details Identify Informational Text Features Use Illustrations and Text to Determine Words Meanings Identify Similarities in and Differences Between Two Texts. </p>				<u>Launching Our Community of Writers: Publish and Celebrate</u> <ul style="list-style-type: none"> Writers create titles for their writing and design covers to match. Writers practice sharing their writing with a partner. Celebration parade and display published writing. Writers think of all they learned and share favorite parts. Writers stock their writing in the order they want to share it with caregivers. <p>Handwriting • Using the "across" stroke: e • Using the "down" stroke: l, t, l, j</p>		<ul style="list-style-type: none"> 3-4 Represent 8 & 9 3-5 Count 10 3-6 Represent 10 3-7 Numbers to 10 	
	Unit 1: Week 3: Plants and Animals Have Needs <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> My Desert Home Teacher's Choice 	Unit 1: Week 3 <ul style="list-style-type: none"> Short a Phoneme isolation <p>Phonemic Awareness Supplement activities based off assessment.</p>	<u>Shared Reading:</u> <ul style="list-style-type: none"> Baby Mice Parent and Baby Animals Unit Poem- Tommy <p><u>Reading Mini-Lesson:</u> <ul style="list-style-type: none"> Introduce the Genre: Personal Narrative Identify Important Details Use Illustrations and Text to Determine Word Meanings Identify the Role and Purpose of the Author and Photographer Units Write-up/Constructive Conversation </p>	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 			<u>Launching Our Community of Writers: Make up week</u> <p>Handwriting Using the "down" stroke: b, h, m, n, p</p>		<ul style="list-style-type: none"> 3-8 Compare Objects in a Group 3-9 Compare Numbers Math Probe 3-10 Write Numbers to 3 	
	Unit 2: Week 1: Every Story Has Characters <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> Horrible Bear! Teacher's Choice 	Unit 2: Week 1 <ul style="list-style-type: none"> Letter s Phoneme isolation, Blend onset/rime 	<u>Shared Reading:</u> <ul style="list-style-type: none"> Little Miss Muffet Humpty Dumpty Unit Poem: An April Rain Song <p><u>Reading Mini-Lesson:</u> <ul style="list-style-type: none"> Introduce the Unit: Every Story Has Characters Create Mental Images of Settings an Events Introduce the Genre: Fiction Identify and Describe Characters Identify Shapes of Meaning Among Verbs </p>				<u>Writing About the World Around Us: Immersion</u> <ul style="list-style-type: none"> Gearing Up for this Unit Studying a Mentor Text with Labels and Captions Studying Mentor Text with Describing Words Hunting for Ideas. <p>Handwriting Using the "down" stroke: r, u, k</p>		<ul style="list-style-type: none"> 3-11 Write Numbers to 6 3-12 Write Numbers to 10 Unit Review/Fluency Practice <p><u>Additional Week in October:</u> • Unit Assessment • Performance Task * Unit 4 Sort Classify and Count Objects *Choose one application station per unit *Readiness Diagnostic/Unit Opener-Ignite 4-1 Alike & Different</p>	

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

2 nd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop- (30 minutes)
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes) Handwriting	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
N O V E M B E R	Unit 2: Week 2: Every Story Has Characters Interactive Read Aloud: <ul style="list-style-type: none"> Mentor Text: Wolf Cub's Song Teacher Choice 	Unit 2: Week 2 <ul style="list-style-type: none"> Letter t Blend onset and rime Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.	Shared Reading: <ul style="list-style-type: none"> Little Bo-Peep Gregory Griggs Unit Poem: An April Rain Song Reading Mini-Lesson: <ul style="list-style-type: none"> Identify and Describe Characters Create Mental Images of Characters and Settings Identify and Describe Events Use Text to Determine Word Meanings: Opposites in Content Compare and Contrast the Experience of Characters in Two Short Stories 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	Suggested opportunities: <ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Leaders Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map Research & Inquiry Project: Story Characters 	Suggested opportunities: <ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	Writing About the World Around Us: Think, Sketch, Write <ul style="list-style-type: none"> Looking Around for Interesting Ideas Sketch Using Shapes and Lines Adding a Label to a Sketch Generating Ideas for Observation Writing Writing a Caption 	Focus Area 3: Using Sounds and Letters We Know <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> Find a Sound Tap the Sounds Stretch the Sounds Name Game ABC Chart Letters and Sounds Important People in my Life Portrait Name Motion Game Tap the Sounds, Write the Letter Find the Sounds, Next Word Word Wall Helper Say Aloud and Writing Word Walls Rock Write from a Sketch Write from a Sketch and Add More Use your Sketch 	<ul style="list-style-type: none"> 4-2 Sort Objects into Groups 4-3 Count Objects in Groups Math Probe 4-4 Describe Groups of Objects 	Content: Civics: Roles and responsibilities of Leaders in My Social World Skills: At the end of this unit students will be able to: <ul style="list-style-type: none"> With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities. (SS.CV.1) With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings. (SS.CV.2) Optional Resources: <ul style="list-style-type: none"> My World: Chapter 1 Learning and Working Together EngageNY: Civic Ideals* EngageNY: Rules* HMH: Being a Good Citizen HMH: Flags & Other Symbols Text Sets: Nearpod SS: Rules & Laws, Authority Figures, Responsibility, What are Rules Essential Questions: Activities: Assessments:
	Unit 2: Week 3: Every Story Has Characters Interactive Read Aloud: <ul style="list-style-type: none"> Dog Days of Schools Teacher Choice 	Unit 2: Week 3 <ul style="list-style-type: none"> Letter n Blend onset/rime Phonemic Awareness Revisit phonemic awareness assessment.	Shared Reading: <ul style="list-style-type: none"> The Gingerbread Man The Little Red Hen An April Rain Reading Mini-Lesson: <ul style="list-style-type: none"> Create Mental Images of Characters and Events Identify and Describe Characters and Events Identify Shades of Meaning Among Verbs Compare and Contrast the Experiences of Characters in Two Stories Unit Wrap-Up/Constructive Conversations 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Leaders Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map Research & Inquiry Project: Rules 	<ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	Writing About the World Around Us: Think, Sketch, Write, Revise <ul style="list-style-type: none"> Zoom in On Details Using Sentence Starters to Write Captions Sketching with a Partner Adding to a Sketch Using Labels in Captions 		<ul style="list-style-type: none"> Unit Review/ Fluency Practice Unit Assessment Performance Task Benchmark Assessment 1 	
	Unit 3: Week 1: Rules at Home and School Interactive Read Aloud: <ul style="list-style-type: none"> Why do we have rules? Teacher Choice 	Unit 3: Week 1 <ul style="list-style-type: none"> Short i Phoneme isolation/substitution Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> Let's Be Friends Good Morning Unit Poem: Table Manners Reading Mini-Lesson: <ul style="list-style-type: none"> Introduce the Unit: Rules at Home and School Determine Text Importance Identify Central Idea and Supporting Evidence Make Connections Between Words and Their Uses Determine Authors Purpose 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Leaders Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map Research & Inquiry Project: Rules 	<ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	Writing About the World Around Us: Think, Sketch, Write, Revise <ul style="list-style-type: none"> Making a Book Creating a Pattern of Sentences Using Color Making Suggestions with a Partner Starting a New Book 	<ul style="list-style-type: none"> 5-1 Triangles Math Probe 5-2 Squares & Rectangles 5-3 Hexagons 		
	Unit 3: Week 2: Rules at Home and School Interactive Read Aloud: <ul style="list-style-type: none"> Rules Are Cool Teacher Choice 	Unit 3: Week 2 <ul style="list-style-type: none"> Using letter sound analysis Sorting and connection names Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> I Wiggle Rules at Home and School Unit Poem: Table Manners Reading Mini-Lesson: <ul style="list-style-type: none"> Determine Text Important Relevance Importance Details Describe How Illustrations Support a Text Use Illustrations and Text to Determine New Meanings For Familiar Words Identify Similarities in and Difference Between Two Texts on the Same Topic 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Leaders Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map Research & Inquiry Project: Rules 	<ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	Writing About the World Around Us: Revise, Edit, Publish <ul style="list-style-type: none"> Adding Describing Words to Sentences Choosing a Book Using Resources to Help You Write Pointing to a Letter or Word Using the Word Wall 	<ul style="list-style-type: none"> 5-4 Circles 5-5 Position of 2-Dimensional Shapes Unit Review/ Fluency Practice 		

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

2 nd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop- (30 minutes)
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes) Handwriting	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
D E C E M B E R	Unit 3: Week 3: Rules at Home and School <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> The First Time I... Teacher Choice 	Unit 3: Week 3 <ul style="list-style-type: none"> Letter p Phoneme isolation, substitution Syllables in spoken words <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> I Can Look and Listen Unit Poem: Table Manners <p>Reading Mini-Lesson:</p> <ul style="list-style-type: none"> Identify Central Idea and Supporting Evidence Describe How Illustrations Support a Text Determine Author's Purpose Identify New Meanings for Familiar Words Unit Wrap Up/Constructive Conversations 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets, felt boards (play, weather, retelling stories) Browsing books/Listening to books: Retell beginning, middle, end Writing/Drawing stories: Letters, non-fiction pieces, labeling Discovery: Leaders Big Books: Read, Retell, Word Hunt, Respond Rhyming Stories/Nursery Rhymes Math: Games, Number work, Compare weights, interactive graph, number sense Letter/Word Work: Build Sight words, manipulate words, word families, task cards 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station – Post Office/ Wrapping Presents Fitness: Yoga Poses Language - "Let's Talk" Art/Fine Motor Station STEM Station 	<p>Writing About the World Around Us: Reflection, Celebration, and Opportunities for Transfer</p> <ul style="list-style-type: none"> Making a Title and Cover Rehearse Writing with a Partner Celebrate Your Writing Writing a Science Observation Book Continue Observing and Writing about Science. 		<ul style="list-style-type: none"> Unit Assessment Performance Task <p>Unit 6 Understand Addition <i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 6-1 Represent and Solve Add to Problems 6-2 Represent and Solve More Add to Problems 	
	Unit 4: Week 1: Writers Tell Many Stories <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> My Big Family Teacher Choice 	Unit 4: Week 1 <ul style="list-style-type: none"> Short o Phoneme isolation blending <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> I Have Something in my Pocket A Sailor Went to the Sea Unit Poem: Catch a Little Rhyme <p>Reading Mini-Lesson:</p> <ul style="list-style-type: none"> Introduce the Unit: Writers Tell Many Stories Introduce the Genre: Realistic Fiction Draw Inference Use Text to Determine Word Meanings: Opposites in Context Identify the Author, Illustrator, and Narrator of a Story. 		<p>Phonological awareness: Counting Syllables, Final consonant Race, Beginning sound concentration</p> <ul style="list-style-type: none"> Technology related to specific learning Fine motor: sample ideas in appendix of map Research & Inquiry Project: Author Study 		<p>Writing Books with Patterns:</p> <ul style="list-style-type: none"> Writing on the Spot Comparing Mentor Texts Studying a Mentor Text with a break in the pattern Studying a Pattern Book Studying a Mentor Text Using the Word Wall 		<ul style="list-style-type: none"> 6-3 represent and Solve Put Together Problems 6-4 Represent and Solve Addition Problems Math Probe 6-5 Represent and Solve More Addition Problems 	
	Week 4: Week 2: Writers Tell Many Stories <u>Interactive Read Aloud:</u> <ul style="list-style-type: none"> Knuffle Bunny <p>Author Study: Choose an author's set of books to study in depth. See appendix.</p> <ul style="list-style-type: none"> Understand the "who" of the story. Understand the "what" of the story Identify similarities in the experiences of characters Identify differences in the adventures of characters Identify new words & phrases/features of print 	Unit 4: Week 2 <ul style="list-style-type: none"> Letter c Phoneme isolation blending <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Itsy Bitsy Spider What the Animals Say Unit Poem: Catch a Little Rhyme <p>Reading Mini-Lesson:</p> <ul style="list-style-type: none"> Draw inferences Identify and Describe Characters, Setting, and Events Describe How Illustrations Support a Text Sort Words into Categories Compare and Contrast the Experience of Characters in Two Stories 				<p>Writing Books with Patterns:</p> <ul style="list-style-type: none"> Generating ideas for Pattern Stories Choosing a Topic to Write About Using the Word Wall Trying Different Patterns Making List Books 		<ul style="list-style-type: none"> Unit Review/Fluency Practice Unit Assessment Performance Task 	

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

2 nd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: PBIS Booster, Reteach expectations, Unit 3: Lessons 11-13										
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop	Content Workshop- (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes) Handwriting	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	
J A N U A R Y	Unit 4: Week 3: Writers Tell Many Stories <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> The Little Box Teacher's Choice WAR: Write about your favorite character and support with a reason What is your favorite character? Why?	Unit 4: Week 3 <ul style="list-style-type: none"> Letter h Phoneme isolation Blend onset and rime Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.	Shared Reading: <ul style="list-style-type: none"> Stone Soup Three Billy Goats Gruff Unit Poem: Catch a Little Rhyme Reading Mini lessons: <ul style="list-style-type: none"> Draw Inferences Identify and Describe Characters, Settings, and Events Describe How Illustrations Support a Text Sort Words into Categories Compare and Contrast the Experiences of Characters in Two Stories 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) 	Suggested opportunities: <ul style="list-style-type: none"> Oral language: puppets/retelling stories Browsing library Listening to books/responding: Write-favorite book, author, part Writing/Drawing stories: Write the room, personal narratives, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes Fine motor: sample ideas in appendix of map Research & Inquiry Project: Technology 	Suggested opportunities: <ul style="list-style-type: none"> Imagination Station – Construction Site Books Art/Fine Motor Station Games/Puzzles Blocks – 	Writing Books With Patterns: <ul style="list-style-type: none"> Adding Describing Words Looking to Your Favorite Books Breaking the Pattern Trying Out Different Patterns Choosing the Right Paper Writing Books with Patterns: <ul style="list-style-type: none"> Adding a Second Pattern Sentence Going Back to Books You Already Wrote Choosing Books to Revise and Publish Spelling the Best You Can Using Punctuation 	Focus Area 4: Planning and Writing Our Very Own Sentences <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> I Spy! Sentences on Our Fingertips Spaghetti and Meatball Spaces Stop Signs Labels Help US Write Label and Write Out Loud Sketch, Label and Write Using Spaghetti and Meatball Spaces Choose the Stop Sign Helper From Labels to Sentences Practicing Sentences on Our Fingertips Writing With Spaghetti and Meatball Spaces Using Stop Signs Sketch and Write on Our Own 	Unit 7 Understand Subtraction *Readiness Diagnostic/Unit Opener-Ignite *Choose one application station per unit <ul style="list-style-type: none"> 7-1 Represent Take Apart Problems 7-2 Represent and Solve Take from Problems 7-3 Represent and Solve More Take from Problems <ul style="list-style-type: none"> 7-4 Represent and Solve Subtraction Problems 7-5 represent and Solve Addition and Subtraction Problems Math Probe Unit Review/Fluency Practice Unit Assessment <ul style="list-style-type: none"> Performance Task Benchmark Assessment 2 	Content: Geography: How Geography environments affect My Social World Skills: At the end of this unit, students will be able to: <ul style="list-style-type: none"> With guidance and support, explain how people and goods move from place to place.(SS.G.2) With guidance and support, identify characteristics of print, and digital maps, graphs, and other cultural representations of familiar places. (SS.G.3) Optional Resources: <ul style="list-style-type: none"> MyWorld: Chapter 4: Geography of the Neighborhood EngageNY: Maps and Globes HMH: Maps HMH: Neighborhoods Nearpod Geography: Using a Map, Maps & Globes Essential Questions: <ul style="list-style-type: none"> What are the different ways people and goods get from place to place? Activities: Assessments:
	Unit 5: Week 1: Technology at Home and School <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Technology at Home and School Teacher's Choice 	Unit 5: Week 1 <ul style="list-style-type: none"> Letter b Phoneme isolation, addition Distinguish syllables in spoken words Phonemic Awareness Revisit phonemic awareness assessment.	Shared Reading: <ul style="list-style-type: none"> A Little Piggy Named Bob Technology at School Unit Poem: Deep in Our Refrigerator Reading Mini lessons: <ul style="list-style-type: none"> Introduce the Unit: Technology at Home and School Summarize and Synthesize Describe Author's Use of Text Structure: Comparisons and Contrasts Use a Picture Dictionary Use Illustrations to Determine Author's Purpose 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) 	Suggested opportunities: <ul style="list-style-type: none"> Oral language: puppets/retelling stories Browsing library Listening to books/responding: Write-favorite book, author, part Writing/Drawing stories: Write the room, personal narratives, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes Fine motor: sample ideas in appendix of map 	Suggested opportunities: <ul style="list-style-type: none"> Imagination Station – Construction Site Books Art/Fine Motor Station Games/Puzzles Blocks 	Writing Books with Patterns: <ul style="list-style-type: none"> Writing an "All About the Author" Page Comparing Books Celebrating Your Writing Making Pattern Books About the Community Making Number Pattern Books 	13. Writing With Spaghetti and Meatball Spaces 14. Using Stop Signs Sketch and Write on Our Own	<ul style="list-style-type: none"> 8-3 Ways to Make 6 & 7 8-4 Ways to decompose 6 & 7 Math Probe 8-5 Ways to Make 8 & 9 8-6 Ways to Decompose 8 & 9 	
	Unit 5: Week 2: Technology at Home and School <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> How to Make a Solar Oven Teacher's Choice 	Unit 5: Week 2 <ul style="list-style-type: none"> Short u Phoneme isolation, addition Syllables in spoken words Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> The Wheels on the Bus Getting to School Unit Poem: Deep in Our Refrigerator Reading Mini lessons: <ul style="list-style-type: none"> Introduce the Genre: How-To Describe Author's Use of Text Structure: Sequence of Events Use Illustrations to Determine Author's Purpose Sort Words into Categories: first, next, then, finally Identify Similarities in and Differences Between Two Texts on the Same Topic 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) 	Suggested opportunities: <ul style="list-style-type: none"> Oral language: puppets/retelling stories Browsing library Listening to books/responding: Write-favorite book, author, part Writing/Drawing stories: Write the room, personal narratives, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes Fine motor: sample ideas in appendix of map 	Suggested opportunities: <ul style="list-style-type: none"> Imagination Station – Construction Site Books Art/Fine Motor Station Games/Puzzles Blocks 	Writing Books with Patterns: <ul style="list-style-type: none"> Researching a Personal Narrative Studying a Personal Narrative Mentor Text Looking at Details in a Mentor Text Writing Words to Match Sketches Using a Feeling as an Ending 			
	Unit 5: Week 3: Technology at Home and School <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> The No-Tech Day of Play Informational Author Study: Choose an author's set of books to study in depth. See appendix. <ul style="list-style-type: none"> Get to know the author (biographical information) Name the author and illustrator and define the role of each in presenting the ideas or information in a text. Ask and answer questions about key details Identify the main topic and retell key details. Identify the reason the authors give to support points in the text. 	Unit 5: Week 3 <ul style="list-style-type: none"> Letter r Phoneme isolation, substitution Syllables in spoken words Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> The Toaster My Noisy House Unit Poem: Deep in Our Refrigerator Reading Mini lessons: <ul style="list-style-type: none"> Identify and Describe Characters and Settings Identify and Describe Events Determine Author's Purpose Summarize and Synthesize Unit Wrap-Up Constructive Conversation 				Writing Our Own Stories <ul style="list-style-type: none"> Researching a Personal Narrative Studying a Personal Narrative Mentor Text Looking at Details in a Mentor Text Writing Words to Match Sketches Using a Feeling as an Ending 			

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

3 rd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: SS Unit 3-Lesson 14-16, PBIS Booster										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop-
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes) Handwriting	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	(30 minutes) *Integrate across the curriculum.
F E B R U A R Y	Unit 6: Week 1: Stories Have a Message <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> The Boy Who Fed His People Teacher's Choice ODW- Literary: 999 Tadpoles & Glass Frogs Provide understanding of frogs and tadpoles. <ul style="list-style-type: none"> Discuss author and illustrator role Identify characters, settings, events Vocabulary: field, situation, follow Create a class book using illustrations to understand situation. Orally retell the story & draw or write about 3 events in the story Sort text types: poem, & storybooks 	Unit 6: Week 1 <ul style="list-style-type: none"> Short e Phoneme isolation blending Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.	Shared Reading: <ul style="list-style-type: none"> Goldilocks Learns a Lesson Fox and Crow Unit Poem: Sharing Reading Mini lesson: <ul style="list-style-type: none"> Introduce the Unit: Stories Have a Message Make Connections Describe How Illustrations Support a Text Sort Words into Categories Use Text Evidence to Determine Theme 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Middle sounds) Punctuation 	Suggested opportunities <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Beginning, Middle, End Writing/Drawing stories: Write the Room, Would you Rather...? Personal narratives Buddy reading: Question Stems Discovery: Weather-Observe/Record, Weather Broadcast, Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, manipulate words Phonological awareness: Beginning, middle, and end sound sorts, matches, games Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Folktale Messages 	Suggested opportunities: <ul style="list-style-type: none"> Imagination Station – Weather Art/Fine Motor Station STEM Sorting Station – noticing and naming Puppets - retelling 	Writing Our Own Stories <ul style="list-style-type: none"> Generating Ideas for a Personal Narrative Generating More Ideas Choosing an Idea to Write About Rehearsing Writing With a Partner Planning a Personal Narrative 		Report Card Math Assessments <ul style="list-style-type: none"> 8-7 Ways to Make 10 8-8 Ways to Decompose 10 Unit Review/Fluency Practice Unit Assessment Performance Task 	
	Unit 6: Week 2: Stories Have a Message <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> The Legend of the Coqui Teacher's Choice 	Unit 6: Week 2 <ul style="list-style-type: none"> Letter g Phoneme isolation Blend onset/rime Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> Good, Better, Best Live Happily Ever After Unit Poem: Sharing Reading Mini lesson: <ul style="list-style-type: none"> Ask and Answer Questions About Important Details Identify and Describe Settings and Events Make Connections Sort Words into Categories Use Text Evidence to Determine Theme 				Writing Our Own Stories <ul style="list-style-type: none"> Sketching A Story Over Three Pages Writing Words To Tell What is Happening Adding More to Sketches Adding More Words to Match Sketches Writing a Complete Sentence 		Unit 9 Numbers 11-15 *Choose one application station per unit *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 9-1 Represent 11, 12, & 13 9-2 Make 11, 12, 7 13 9-3 Decompose 11, 12, & 13 9-4 Represent 14 & 15 	Content: History: My Social World Skills: At the end of this unit, students will be able to: <ul style="list-style-type: none"> With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.(SS.H.1)*This standards is also emphasized in JA. Identify and describe the purpose of the national holidays of the Unites States, the major holidays of diverse groups, and the bravery or achievements of the diverse people that make these days special holidays.(SS.H.2)
	Unit 6: Week 3: Stories Have a Message <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Ly's Goldfish Teacher's Choice 	Unit 6: Week 3 <ul style="list-style-type: none"> Letter d Phoneme isolation Blending Blend onset/rime Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> Chicken Little Do What's Right Unit Poem: Sharing Reading Mini lesson: <ul style="list-style-type: none"> Ask and Answer Questions About Important Details Make Connections Describe How Illustrations Support a Text Sort Words into Categories Unit Wrap Up Constructive Conversation 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Middle sounds/letters) Punctuation 	<ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Draw or write important information Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Weather- Weather Journal, Broadcast, Research severe weather Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, manipulate words Phonological awareness: Vowels Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Weather Art/Fine Motor Station STEM Sorting Station – noticing and naming Puppets - retelling 	Writing Our Own Stories <ul style="list-style-type: none"> Revising Writing to Add Details About Feelings Using Setting to Begin a Story Using Action to Begin a Story Using Talking and Feelings to End a Story Using Partners to Make Writing Better 		<ul style="list-style-type: none"> Math Probe 9-5 Make 14 & 15 9-6 Decompose 14 & 15 Unit Review/Fluency Practice Unit Assessment 	
	Unit 7: Week 1: Holidays and Celebrations <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Celebrating Earth Day Teacher's Choice 	Unit 7: Week 1 <ul style="list-style-type: none"> Letter w Phoneme isolation Blending, addition, substitution Phonemic Awareness Supplement activities based off assessment.	Shared Reading: <ul style="list-style-type: none"> Mr. Turkey Five Waiting Pumpkins Unit Poem: November is Upon US Reading Mini lessons: <ul style="list-style-type: none"> Introduce the Unit: Holidays and Celebrations Use Fix-Up and Monitoring Strategies Identify Central Ideas (Main Topic) and Supporting Evidence Describe Author's Use of Text Structure: Causes and Effects Use Text to Determine Word Meanings: Opposites in Context 				Writing Our Own Stories <ul style="list-style-type: none"> Editing for Tricky Spelling Editing for Punctuation Using a Word Wall to Check Spelling Creating a Title for the Personal Narrative Writing a Dedication Page 		<ul style="list-style-type: none"> Performance Task Unit 10 Numbers 16-19 *Choose one application station per unit *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 10-1 Represent 16 & 17 Math Probe 10-2 Make 16 & 17 	

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

3 rd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 17, Review Classroom expectations, catch up SS/RCA										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop-
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes) Handwriting	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	(30 minutes) *Integrate across the curriculum.
M A R C H	<p>Unit 7: Week 2: Holidays and Celebrations</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Happy New Year! Teacher's Choice 	<p>Unit 7: Week 2</p> <ul style="list-style-type: none"> Letter l Phoneme isolation Blending, addition, substitution <p>Phonemic Awareness</p> <p>Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> P-E-A-C-E February Celebrations Unit Poem: November is Upon Us <p>Reading Mini lessons:</p> <ul style="list-style-type: none"> Use Fix-Up and Monitoring Strategies Identify Central Idea (Main Topic) and Supporting Evidence Describe Author's Use of Text Structure: Sequence of Events Use Text to Determine Word Meanings: Opposites in Context Identify Similarities in and Differences Between Two Texts on the Same Topic 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Making connections Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Geography Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Vowels Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project Holidays 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station – airport, train station Fitness-Yoga Oral Language-Mystery Box (description) Art/Fine Motor Station Sorting Station 	<p>Writing Our Own Stories</p> <p>Adding a Page About Yourself</p> <ul style="list-style-type: none"> Marking "Proud Places" in Writing Celebrating Brave Writing Writing About Your Experiences in Science Finish Writing About Your Science Experience 	<p>Focus Area 5: Capitals and Endmarks Are the Best Friends</p> <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. 	<ul style="list-style-type: none"> 10-3 Decompose 16 & 17 10-4 Represent 18 & 19 10-5 Make 18 & 19 10-6 Decompose 18 & 19 Unit Review/Fluency Practice 	
	<p>Unit 7: Week: Holidays and Celebrations</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> These Are the Best Ways to Celebrate Holidays Teacher's Choice 	<p>Unit 7: Week 3</p> <ul style="list-style-type: none"> Letter j Phoneme isolation Blending, Distinguish syllables <p>Phonemic Awareness</p> <p>Revisit phonemic awareness assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Happy Birthday, USA June is the Best Month Unit Poem: November is Upon US <p>Reading Mini lessons:</p> <ul style="list-style-type: none"> Use Multimodal Text to Introduce the Genre: Opinion Describe How Illustrations and Audio Support a Multimodal Text Identify Reasons an Author Gives to Support a Text Sort Words into Categories Unit Wrap- Up Constructive Conversations 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: I think...because... Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: What do plant needs? Plant observations Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Syllables Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Tracking the Weather 	<p>Imagination Station – airport, train station</p> <ul style="list-style-type: none"> Fitness- Yoga Oral Language-Mystery Box (Description) Art/Fine Motor Station Sorting Station 	<p>Sharing Our Opinions</p> <ul style="list-style-type: none"> Writing on the Spot Studying a Mentor Text Studying a Mentor Text for Pictures Studying a Mentor Text for Reasons Studying the Ending of Opinion Texts 	<ol style="list-style-type: none"> Treasure Hunt Change Your Face and Voice Play the Questions Game Watch Me As I Tally Tap It Out Dramatic Play with Capitals Talk with It Ask a Questions! Edit Together Excited, Mad, or Something Partner Support for Endmarks Capital Color Coding Use a Question Word, Use a Question Mark Tell Me Why Editing Tally Marks 	<ul style="list-style-type: none"> Unit Assessment Performance Task Benchmark Assessment 3 	<p>Content: Weather and Climate Skills: At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Make observations to determine the effects of sunlight on the Earth's surface.(PS3-1) Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.(PS3-2) Use and share observations of local weather conditions to describe patterns over time.(ESS2-1) Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (ESS2-2) Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.(ESS3-2)
	<p>Unit 8: Week 1: Weather and Seasons</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Weather and the Seasons Teacher's Choice <p>WAR: List of facts you learned from the text</p> <p>What information should we include in a list to remember later?</p>	<p>Unit 8: Week 1</p> <ul style="list-style-type: none"> Letter k Phoneme isolation Addition Blend onset/rime <p>Phonemic Awareness</p> <p>Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> The Weather Song Caps, Mittens, Shoes, and Socks Unit Poem: Snow City <p>Reading Mini lessons:</p> <ul style="list-style-type: none"> Introduce the Unit: Weather and Seasons Create Mental Images Describe Author's Use of Text Structure: Causes and Effects Identify Central Idea (Main Topic) and Supporting Evidence Use Illustrations and Text to Determine and Clarify Word Meanings 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: I think...because... Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: What do plant needs? Plant observations Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Syllables Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Tracking the Weather 	<p>Imagination Station – airport, train station</p> <ul style="list-style-type: none"> Fitness- Yoga Oral Language-Mystery Box (Description) Art/Fine Motor Station Sorting Station 	<p>Sharing Our Opinions</p> <ul style="list-style-type: none"> Generating Ideas Sketching a Plan Sketching More Opinions Planning an Opinion Piece Using Our Describing Words 	<p>Unit 11: 3 Dimensional Shapes</p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 11-1 2 Dimensional & 3 Dimensional Shapes Math Probe 11-2- Cube 	<p>Resources:</p> <ul style="list-style-type: none"> Mystery Science: Severe Weather Mystery Science: Weather Patterns Mystery Science: Sunlight and Warmth 	
<p>Unit 8: Week 2: Weather and Seasons</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Plants and Seasons ODW-Literary: George Flies South Establish background knowledge about the changing seasons and bird migration. Discuss author, illustrator, text type. Shared writing: What new things was George afraid to do? What helped him try to do this new thing? Use physical movement to act out key phrases/targeted vocabulary. Discuss beginning, middle, end Students create their own beginning, middle, end of the book. WAR: Use planner to draw beginning, middle, end of additional texts 	<p>Unit 8: Week 2</p> <ul style="list-style-type: none"> Letter y Phoneme isolation Substitution Blend onset/rime <p>Phonemic Awareness</p> <p>Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Fall Spring is Coming Unit Poem: Snow City <p>Reading Mini lessons:</p> <ul style="list-style-type: none"> Describe Author's Use of Text Structure:Causes and Effects Identify Central Ideas (Main Topic) and Supporting Evidence Summarize and Synthesize Use Illustrations to Determine and Clarify Word Meanings Identify Similarities in and Differences Between Two Texts on the Same Topic 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: I think...because... Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: What do plant needs? Plant observations Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Syllables Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Tracking the Weather 	<p>Sharing Our Opinions</p> <ul style="list-style-type: none"> Thinking of Dislikes with Reasons Why Thinking of Things You Want Ending With a Sketch Telling a Story About Reasons Adding a Fact 	<ul style="list-style-type: none"> 11-3 Spheres 11-4 Cylinders 11-5 Cones 11-6 Describe Solids Unit Review/Fluency Practice 	<p>Activities:</p> <ul style="list-style-type: none"> Severe Weather Session 1-7 Severe Weather Session 8-11 Weather Patterns Session 1-5 <p>Assessments:</p> <ul style="list-style-type: none"> Severe Weather: Lessons 1-11, Performance Task Weather Patterns: Lesson 1-5 	<ul style="list-style-type: none"> Integrate these lessons into centers and interactive read aloud if needed. 		

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

3 rd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 18-20										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop-
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	(30 minutes) *Integrate across the curriculum.
A P R I L	<p>Unit 8: Week 3: Weather and Seasons</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Alvaro's Snow Day Teacher's Choice 	<p>Unit 8: Week 3</p> <ul style="list-style-type: none"> Letter v, qu Phoneme isolation Blending Blend onset/rime <p>Phonemic Awareness</p> <p>Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Hide-n-Seek in Fall Rain, Rain, Stay a Day Unit Poem: Snow City <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Introduce the Genre: Drama Describe How Illustrations Support a Text Discuss and Describe Characters in a Drama Use Illustrations to Determine and Clarify Word Meanings Unit Wrap Up Weather and Seasons 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box Listening to books/responding: BME Writing/Drawing stories: Write the Room, Lists, Labeling, Personal Narratives Buddy reading: Question Stems Discovery: Plant/Animals: Research: Animals Homes: Plant Observations Big Book: Read, Retell, Word/Letter hunt Respond Letter/Word Work: Sight Words/Word Families Phonological awareness: Blends Poems/Pocket chart: Word hunt, write your own poem Technology related to specific learning Math: Graphs, estimation jar, number sense, games, number stories Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<p>Sharing Our Opinions</p> <ul style="list-style-type: none"> Selecting Writing Pieces to Publish Planning to Revise Using a Revision Baggie Adding More Colors Using Resources to Fix Spelling 	<ul style="list-style-type: none"> Unit Assessment Performance Task <p>Unit 12 Count to 100</p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 12-1 Count by 1s to 50 12-2 Count by 1s to 100 	<p>Activities:</p> <ul style="list-style-type: none"> Weather Patterns: Session 6-14 Sunlight & Warmth Session 1-6 Sunlight & Warmth Session 7-13 <p>Assessments:</p> <ul style="list-style-type: none"> Weather Patterns: Lessons 6-14 Performance Task Sunlight & Warmth: Lessons 1-13, Performance Task 	
	<p>Unit 9: Week 1: Meeting our Needs and Wants</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Needs and Wants Teacher's Choice 	<p>Unit 9: Week 1</p> <ul style="list-style-type: none"> Letter x, z Phoneme isolation Blending Addition substitution 	<p>Shared Reading:</p> <ul style="list-style-type: none"> My Choices Three Jars Unit Poem: Covers <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Introduce the Unit: Meeting Our Needs and Wants Identify Informational Text Features Identify Central Idea (Main Topic) and Supporting Evidence Use a Picture Dictionary Describe Author's Use of Text Structure: Comparisons and Contrasts 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Oral language: retelling stories</p> <ul style="list-style-type: none"> Browsing library/Book Box: Listening to books/responding: Opinion Writing/Drawing stories: Write the Room, Lists, Labeling, Non-fiction Buddy reading: Question Stems Discovery: Plants/Animals: Plant observation Big Book: Letter/Word Work: Sight words/Word Families Phonological awareness: Addition/substitution Poems/Pocket chart: Technology related Learning opportunities Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Needs 	<ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<p>Writing Expertise Books</p> <ul style="list-style-type: none"> Looking at Expert Books and Writing on the Spot Studying a How-To Mentor Text Answering an Opening Statement How an Author Generates a How-To Title 	<ul style="list-style-type: none"> Math Probe 12-3 Count by 10s to 100 12-4 Count from any Number to 100 12-5 Count to Find Out How Many Unit Review/Fluency Practice 	<ul style="list-style-type: none"> Integrate these lessons into centers and interactive read aloud if needed. 	
	<p>Unit 9: Week 2: Meeting Our Needs and Wants</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Two Wool Gloves Teacher's Choice <p>ODW- Literary Task</p> <p>Mouse Count (needs & wants)</p> <ul style="list-style-type: none"> Introduce author & illustrator Shared reading class chart-greedy Class retelling partner retelling 	<p>Unit 9: Week 2</p> <ul style="list-style-type: none"> Long a Phoneme isolation Blending Addition Substitution <p>Phonemic Awareness</p> <p>Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Tiny Tim Meeting Needs and Wants in Different Ways Unit Poem: Covers <p>Reading Mini lessons:</p> <ul style="list-style-type: none"> Draw Inferences Describe How Illustrations Support a Text Determine Author's Purpose Identify Shades of Meaning Among Verbs Compare and Contrast Characters' Experiences 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Oral language: retelling stories</p> <ul style="list-style-type: none"> Browsing library/Book Box: Listening to books/responding: Opinion Writing/Drawing stories: Write the Room, Lists, Labeling, Non-fiction Buddy reading: Question Stems Discovery: Plants/Animals: Plant observation Big Book: Letter/Word Work: Sight words/Word Families Phonological awareness: Addition/substitution Poems/Pocket chart: Technology related Learning opportunities Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Needs 	<ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<p>Writing Expertise Books</p> <ul style="list-style-type: none"> Looking at Expert Books and Writing on the Spot Studying a How-To Mentor Text Answering an Opening Statement How an Author Generates a How-To Title 	<ul style="list-style-type: none"> Unit Assessment Performance Task <p>Unit 13 Analyze, Compare, & Compose Shapes</p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 13-1 Compare and Contrast 2 Dimensional Shapes 		
<p>Unit 9: Week 3: Meeting Our Needs and Wants</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> Munching Millie Teacher's Choice <p>ODW- Literary Task</p> <p>Mouse Count (needs & wants)</p> <ul style="list-style-type: none"> Fast focused vocabulary Draw & Write to demonstrate understanding of greedy Characteristics of text types ((info, storybook, poem 	<p>Unit 9: Week 3</p> <ul style="list-style-type: none"> Long o Phoneme isolation Blending Addition Substitution <p>Phonemic Awareness</p> <p>Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> What Do I Want Choose Happiness Unit Poem: Covers <p>Reading Mini lessons:</p> <ul style="list-style-type: none"> Draw Inferences Describe How Illustrations Support a Text Determine Author's Purpose Sort Words into Categories Unit Wrap Up: Meeting Our Needs and Wants 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Oral language: retelling stories</p> <ul style="list-style-type: none"> Browsing library/Book Box: Listening to books/responding: Opinion Writing/Drawing stories: Write the Room, Lists, Labeling, Non-fiction Buddy reading: Question Stems Discovery: Plants/Animals: Plant observation Big Book: Letter/Word Work: Sight words/Word Families Phonological awareness: Addition/substitution Poems/Pocket chart: Technology related Learning opportunities Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Needs 	<ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<p>Writing Expertise Books</p> <ul style="list-style-type: none"> Getting Ideas for Teaching Books Coming Up With Even More Ideas Generating Ideas About Fun Things Sketching and Writing an Expertise Book Over Three Pages Adding a List of Materials <p>Extra week:</p> <p>Writing Expertise Books</p> <ul style="list-style-type: none"> Adding a Word of Advice Adding Details About Materials Studying an Introduction Adding a Title Question Sketching an Introduction 	<ul style="list-style-type: none"> Math Probe 13-2 Build and Draw 2 Dimensional Shapes 13-3 Compose 2 Dimensional Shapes 13-4 Compare & Contrast 3 Dimensional Shapes 13-5 Build 3 Dimensional Shapes 13-6 Describe 3 Dimensional Shapes in the World Fluency Practice/Unit Review Unit Assessment 	<p>Content: Economics: Needs and Wants in My Social World</p> <p>Skills: At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain that choices are made because of scarcity(i.e.), because individuals cannot have everything that they want) (SS.EC.1) <p>Optional Resources:</p> <ul style="list-style-type: none"> My World: Chapter 3 Work Now and Long Ago EngageNY: Needs and Wants Junior Achievement: Ourselves: Covers all standards HMH: Jobs <p>Extra Week:</p> <p>Unit : Pushes & Pulls</p> <p>Resources:</p> <ul style="list-style-type: none"> Mystery Science: Pushes & Pulls <p>Activities: Week 1 Session 1-4 Assessment: Lesson 1</p>		

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

3 rd Trimester		Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)								
Social Emotional Lessons: Review Classroom Expectations, PBIS Booster, Celebrate a great year!										
Month	Literacy Workshop						Writer's Workshop & Grammar		Math Workshop	Content Workshop- (30 minutes)
	Interactive Read Aloud (15 minutes)	Word Study: Phonics & Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share & Reflect (45 minutes)	Independent Learning Centers	Play-Based Choice Learning Centers (60 minutes-weekly)	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
M A Y	Unit 10: Week 1: Forces and Motion <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Forces Teacher's Choice 	Unit 10: Week 1 <ul style="list-style-type: none"> Long i Phoneme isolation Addition Substitution <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> The Elephant Goes Stretching Fu Unit Poem: The Swing <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Introduce the Unit: Forces and Motion Identify Central Idea (Main Topic) and Important Ideas Describe Author's Use of Text Structure: Sequence of Events Use Text to Determine and Clarify Rod Meanings Describe Author's Use of Text Structure: Causes and Effects 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: Favorite Part Writing/Drawing stories: Write the Room, Lists, Labeling, Would you rather? Buddy reading: Question Stems Discovery: Sun Warm's the Earth: Sun Protection Big Book: Read, Retell, Word/Letter Hunt, Respond Letter/Word Work: Sight words/Word families Phonological awareness: Long Vowel O/Short Vowel O Poems/Pocket chart: Word hunt, write own poem Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map Research & Inquiry Project: Investigating Friction 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station- Flower Shop, Garden Shop Art/ Fine Motor Station Fitness: Exercise Games/Puzzle Station STEM Station 	<p>Writing Expertise Books</p> <ul style="list-style-type: none"> Rechecking Introductions Choosing an Expertise Book to Publish Checking for Capitals Making Changes to Sketches Using End Marks 	<p>Math Workshop</p> <ul style="list-style-type: none"> Performance Task Unit 14 Compare Measurable Attributes <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite 14-1 Describe Attributes of Objects 14-2 Compare Lengths 	<p>Unit: Pushes and Pulls Skills: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (PS 2-1) Analyze data to determine if a design solution works as intended to change the speed or direction of an object. (PS 2-2) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (ETS1-1.) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (ETS1-2.) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (ETS1-3) <p>Optional Resources:</p> <ul style="list-style-type: none"> HMH: Unit 2 Forces & Motion <p>Resources:</p> <ul style="list-style-type: none"> Mystery Science: Pushes & Pulls <p>Activities:</p> <ul style="list-style-type: none"> Session 5-8 Sessions 9-12 Session 13-17 Sessions 18-22 <p>Assessment:</p> <ul style="list-style-type: none"> Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Performance Task 	
	Unit 10: Week 2: Forces and Motion <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Scientists Who Changed the World Teacher's Choice <p>ODW- Informational: Me Jane Introduce biography</p> <ul style="list-style-type: none"> Identify topic of the book. Discuss key words and phrases from the text. Emphasize curious and observe. Act of key words and phrases. Make connections between Jane Goodall as a child and Jane Goodall as an adult. Students write/draw an individual page for a "Curious Jane" class book. 	Unit 10: Week 2 <ul style="list-style-type: none"> Long u Phoneme isolation Addition Blending Substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Count and Move Yoga for Kids Unit Poem: The Swing <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Ask Questions Identify Central Idea (Main Topic) and Supporting Evidence Identify Similarities and Differences in Two Texts on the Same Topic Use Text to Determine and Clarify Word Meanings Describe How Illustrations Support a Text 				<p>Writing Expertise Books</p> <ul style="list-style-type: none"> Creating a Cover Reading Writing in a Teacher Voice Celebrating Brave Writing Making a Summer Writing Plan Making a Summer Writing Kit 	<p>Report Card Math Assessments</p> <ul style="list-style-type: none"> 14-3 Compare Heights Math Probe 14-4 Compare Weights 14-5 Compare Capacities 		
	Unit 10: Week 3: Forces and Motion <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> The Big Day Teacher's Choice 	Unit 10: Week 3 <ul style="list-style-type: none"> Long e Phoneme isolation Addition substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> The Three Little Pigs Go Out to Play The Thirsty Bird Gets a Drink Unit Poem: The Swing <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Identify and Describe Events Ask Questions Describe How Illustrations Support a Text Make Connections Between Words and Their Uses Unit Wrap Up Forces and Motion 				<p>Writing Expertise Books</p> <ul style="list-style-type: none"> Studying an Introduction Adding a Tittle Question Sketching an Introduction Rechecking Introductions 	<ul style="list-style-type: none"> Unit Review/Fluency Practice Unit Assessment Performance Task <p>*Summative Assessment</p>		

Assessments for Instruction:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Literacy Footprints Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Math Assessment Kindergarten Common Assessment | <ul style="list-style-type: none"> Phonics Assessments Content Areas Unit tests |
|---|--|---|

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Reading: Literature

Key Ideas and Details

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.2.** With prompting and support, retell familiar stories, including key details.
- **RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- **RL.K.4.** Ask and answer questions about unknown words in a text.
- **RL.K.5.** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- **RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **RL.K.8.** (Not applicable to literature)
- **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- **RL.K.10.** Actively engage in group reading activities with purpose and understanding

Kindergarten Reading: Informational Texts

Key Ideas and Details

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.5.** Identify the front cover, back cover, and title page of a book.
- **RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- **RI.K.10.** Actively engage in group reading activities with purpose and understanding

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Reading Foundational Skills

Print Concepts

- **RF.K.1.** Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and 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.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- **RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- **RF.K.4.** Read emergent-reader texts with purpose and understanding.

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Writing

Text Types and Purposes

- **W.K.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 (e.g., *My favorite book is...*).
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- **W.K.4.** (Begins in grade 3)
- **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.K.9.** (Begins in grade 4)

Range of Writing

- **W.K.10.** (Begins in grade 3)

Kindergarten: Speaking and Listening

Comprehension and Collaboration

- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- **SL.K.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.
- **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Language

Conventions of Standard English

- **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.
- **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

- **L.K.3.** (Begins in grade 2)

Vocabulary Acquisition and Use

- **L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Quincy Public School Kindergarten Curriculum Map

Kindergarten Math: Counting and Cardinality

Get to know number names and the count sequence.

- **K.CC.1.** Count to 100 by ones and by tens.
- **K.CC.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- **K.CC.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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.
 - 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.
 - Understand that each successive number name refers to a quantity that is one larger.
- **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 objects.

Compare numbers.

- **K.CC.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
- **K.CC.7.** Compare two numbers between 1 and 10 presented as written numerals.

¹ Include groups with up to ten objects. Common Core State Standards Initiative

Kindergarten Math: Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- **K.OA.1.** Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- **K.OA.4.** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- **K.OA.5.** Fluently add and subtract within 5.

¹ Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Kindergarten Math: Numbers and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- **K.NBT.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Quincy Public School Kindergarten Curriculum Map

Kindergarten Math: Measurement and Data

Describe and compare measurable attributes.

- **K.MD.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.MD.2.** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

- **K.MD.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

¹ Limit category counts to be less than or equal to 10.

Kindergarten Math: Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- **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*.
- **K.G.2.** Correctly name shapes regardless of their orientations or overall size.
- **K.G.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

- **K.G.4.** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- **K.G.5.** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- **K.G.6.** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Quincy Public School Kindergarten Curriculum Map

K. Forces and Interactions: Pushes and Pulls

K. Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) <p>Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS2-1) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. (K- PS2-1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1), (K-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. (<i>secondary to K-PS2-1</i>) <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (<i>secondary to K- PS2-2</i>) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2- 1), (K-PS2-2)

Connections to other DCIs in kindergarten: **K. ETS1.A** (K-PS2-2); **K. ETS1.B** (K-PS2-2)

Articulation of DCIs across grade-levels: **2.ETS1.B** (K-PS2-2); **3.PS2.A** (K-PS2-1),(K-PS2-2); **3.PS2.B** (K-PS2-1); **4.PS3.A** (K-PS2-1); **4.ETS1.A** (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy –

- RI.K.1** With prompting and support, ask and answer questions about key details in a text. (*K-PS2-2*)
- W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (*K-PS2-2*) *Mathematics* –
- MP.2** Reason abstractly and quantitatively. (*K-PS2-1*)
- K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (*K-PS2-1*)
- K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/” less of” the attribute and describe the difference. (K-PS2-1)

Quincy Public School Kindergarten Curriculum Map

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves; therefore, they usually live in forested areas, and grasses need sunlight, so they often grow in meadows. Plants, animals, and their surroundings make up a system.]
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.** * [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models</p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> ▪ Use a model to represent relationships in the natural world. (K-ESS3-1) <p>Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) <p>Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Construct an argument with evidence to support a claim. (K-ESS2-2) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> ▪ Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Scientists look for patterns and order when making observations about the world. (K-LS1-1) 	<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> ▪ All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> ▪ Plants and animals can change their environment. (K-ESS2-2) <p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> ▪ Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (<i>secondary to K-ESS2-2</i>), (K-ESS3-3) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (<i>secondary to K-ESS3-3</i>) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Events have causes that generate observable patterns. (K-ESS3-3) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ Systems in the natural and designed world have parts that work together. (K-ESS2-2), (K-ESS3-1)

Articulation of DCIs across grade-levels: **1.LS1.A** (K-LS1-1),(K-ESS3-1); **2.LS2.A** (K-LS1-1); **2.ETS1.B** (K-ESS3-3); **3.LS2.C** (K-LS1-1); **3.LS4.B** (K-LS1-1); **4.ESS2.E** (K-ESS2-2); **4.ESS3.A** (K-ESS3-3); **5.LS1.C** (K-LS1-1); **5.LS2.A** (K-LS1-1),(K-ESS3-1); **5.ESS2.A** (K-ESS2-2),(K-ESS3-1); **5.ESS3.C** (K-ESS3-3)

Common Core State Standards Connections:

ELA/Literacy –

- RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)
- W.K.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. (K-ESS2-2)
- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (*K-ESS2-2*), (*K-ESS3-3*)
- W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. (*K-ESS3-1*) *Mathematics –*
- MP.2** Reason abstractly and quantitatively. (*K-ESS3-1*)
- MP.4** Model with mathematics. (*K-ESS3-1*)
- K.CC** Counting and Cardinality (*K-ESS3-1*)
- K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference. (*K-LS1-1*)

Quincy Public School Kindergarten Curriculum Map

K. Weather and Climate

<p>K. Weather and Climate</p> <p>Students who demonstrate understanding can:</p> <p>K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. * [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. * [Clarification Statement: Emphasis is on local forms of severe weather.]</p>
--

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

<p style="text-align: center;">Science and Engineering Practices</p> <p>Asking Questions and Defining Problems</p> <p>Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"> Ask questions based on observations to find more information about the designed world. (K-ESS3-2) <p>Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS3-1) <p>Science Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (K-ESS2-1) 	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Sunlight warms Earth's surface. (K-PS3-1), (K-PS3-2) <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> Asking questions, making observations, and gathering information are helpful in thinking about problems. (<i>secondary to K-ESS3-2</i>) 	<p style="text-align: center;">Crosscutting Concepts</p> <p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2), (K-ESS3-2) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Engineering, Technology and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> People encounter questions about the natural world every day. (K-ESS3-2) <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)
--	---	--

Connections to other DCIs in kindergarten: **K. ETS1.A** (K-PS3-2), (K-ESS3-2); **K. ETS1.B** (K-PS3-2)

Articulation of DCIs across grade-levels: **1.PS4.B** (K-PS3-1),(K-PS3-2); **2.ESS1.C** (K-ESS3-2); **2.ESS2.A** (K-ESS2-1); **2.ETS1.B** (K-PS3-2); **3.ESS2.D** (K-PS3-1),(K-ESS2-1); **3.ESS3.B** (K-ESS3-2); **4. ESS2.A** (K-ESS2-1); **4. ESS3.B** (K-ESS3-2); **4. ETS1.A** (K-PS3-2)

Common Core State Standards Connections:

ELA/Literacy –

- RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)
- W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1), (K-PS3-2), (K-ESS2-1)
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (K-ESS2-1) **MP.4** Model with mathematics. (K-ESS2-1), (K-ESS3-2) **K.CC** Counting and Cardinality (K-ESS3-2)
- K.CC. A** Know number names and the count sequence. (K-ESS2-1)

Quincy Public School Kindergarten Curriculum Map

K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference. (K-PS3-1), (K-PS3-2)
K.MD.B.3	Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

K-2. Engineering Design

Students who demonstrate understanding can:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems</p> <p>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1) Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) <p>Developing and Using Models</p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) <p>Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3) 	<p>Structure and Function</p> <ul style="list-style-type: none"> The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:

Kindergarten: K-PS2-2, K-ESS3-2

Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:

Kindergarten: K-ESS3-3, **First Grade:** 1-PS4-4, **Second Grade:** 2-LS2-2

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

Second Grade: 2-ESS2-1

Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (K-2-ETS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1), (K-2-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1), (K-2-ETS1-3)

MP.4 Model with mathematics. (K-2-ETS1-1), (K-2-ETS1-3)

MP.5 Use appropriate tools strategically. (K-2-ETS1-1), (K-2-ETS1-3)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1), (K-2-ETS1-3)

Quincy Public School Kindergarten Curriculum Map

Illinois Learning Standards for Social Science-Kindergarten

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.
SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	SS.K-2.IS.6. With guidance and support, students will reflect on one's inquiry process and findings
		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Civics	Economics and Financial Literacy	Geography	History
SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.	SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).	SS.K.G.1. With guidance and support, explain how weather, climate and other environmental factors affect people's lives and cultural identities in our region.	SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.
SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.		SS.K.G.2. With guidance and support, explain how people and goods move from place to place.	SS.K.H.2. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people that make these days special holidays.
		SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.	

Quincy Public School Kindergarten Curriculum Map

Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

Author Studies for Emergent to Beginning Readers: Teaching for Deep Comprehension p. 91-92

- **An author is selected to study.**
- **The teacher shares the author's biographical information.**
- **The teacher displays several titles by the author, and students select one to be read aloud.**
- **The teacher reads the text aloud; students draw or record their impressions and ideas on sticky notes to be shared and discussed later.**
- **The teacher and the students construct a chart that focus on one of the following: theme, language, biographical information, special features and other information.**
- **The students read, reread, and enjoy the author's text during independent reading and/or centers.**
- **The student discusses the text with others during shared reading.**

Marzano's 6 steps for vocabulary instruction:

Step 1 – Describe – provide a description, explanation, or example of the new term. Looking up words in dictionaries is not useful for teaching vocab Provide a context for the term; tell a story that integrates the term Introduce direct experiences that provide examples of the term Use current events to connect to something familiar & videos as the stimulus for understanding Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – Restate – students restate the description, explanation, example in their own words Discuss with a partner or table/rug buddy; monitor misunderstandings Must be student's original ideas, not parroting the teacher Students record their description in their Vocabulary Notebook

Step 3 – Graphic Representations – students represent the term non-linguistically Create graphic representations without using words Draw using pictures and symbols Provide examples of student's drawings (and your own) that are rough but represent the ideas Do not overdraw the term, it's a graphic sketch Students record their graphic representation in their Vocabulary Notebook

Step 4 – Activities – engage students periodically in activities that add to their knowledge of the terms Highlight prefixes, suffixes, root words that will help them remember the meaning of the term Identify synonyms and antonyms for the term List related words; compare terms Use graphic organizers to identify examples and non-examples of the term Draw an addition graphic Translate the term into another language(s) for second language learners Sort and classify terms Write incomplete analogies for students to complete Allow students to write (or draw) their own analogies Compare similarities and differences of two terms Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – Discuss – ask students to discuss terms with each other Think-Pair-Share: compare their descriptions of the terms Describe their pictures to one another Explain to each other any new information that have learned (“a-ha’s”) Identify areas of disagreement or confusion and seek clarification Students continue to make revisions to their own work

Step 6 – Games – play games with the terms (games may be one of the most underused instructional tools in education) Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms. Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games Utilize 21st century resources like games on the Smartboard, iPod, websites like www.visualthesaurus.com, <http://innovativocab.wikispaces.com>, www.visuwords.com, www.thesaurus.com, www.wordsmith.org, www.wordle.net | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons

Quincy Public School Kindergarten Curriculum Map

Fine Motor Activities: (The following is an example list of activities)

- Playdoh: making shapes, letters, numbers
- Playdoh: scissors: cutting the playdoh
- Tongs or tweezers for sorting or counting
- Colored sand- tracing
- Paper Punching(Ex .hole punchers with different shapes) Punching Patterns, or punching holes over letters or numbers. Punching letters with the same beginning sound as a picture
- Lite bright- put sight word on light bright and put pegs in over letters
- Gak- make letters and cut with scissors
- Tennis monster counting- Cut slit in tennis ball and feel the monster the number of beads after rolling a die.
- Snap cubes- build sight words or names
- Dot paint letters or numbers with q-tips
- Use geoboards/rubber bands: make numbers, letters, shapes
- Letter beads: string on a yarn to make words
- Marshmallows & toothpicks- Make shapes, letters, or numbers
- Adding paper clips to paper
- Adding toothpicks to a container by inserting them in small holes

Sample Play Themes:

Aug./Sept.... Fine Motor/Our Community (School and Community Helpers)/Rules

October... Farm/Animals/Plants/Camping/Pumpkin Patch

November...Family/Home/Holidays/Traditions/Pumpkin Patch/Community

December...Santa's Workshop (letter writing) Cookie Station

January.... Ocean/Ice Cream Shop/Ocean Animals/Sensory Bin/Ice Rink/Hockey/Neighborhood

February...Pet Shop/ Vet/ Animal Shelter/Valentines/Holidays

March... ... Weather Reporter

April.... JA/Needs & Wants/Grocery Store

May: Pushes & Pulls(train, marbles, yoga, fitness, hot wheels)

Determining if students are ready for guided reading? * Students do not have to have all of the items, but should have majority to be ready.

1. Do they have many of the early concepts of print almost under control (i.e. can they distinguish between text and illustration)?
2. Do they have some understanding of directionality?
3. Do they have some knowledge of one-to-one matching?
4. Do they know the difference between letters and words?
5. Do they know some of the letters of the alphabet and a few frequently encountered words (e.g. I, the, a)?
6. Do they actively participate in shared reading by predicting events and language structures that show an awareness of comprehension, rhythm, and rhyme?
7. Do they spend time reading and noticing a few details of print?
8. Do they explore the print on classroom walls?
9. Do they notice that the same words appear in many different contexts?
10. Do they link sounds with symbols when they write?
11. Do they articulate words slowly as they write?

Quincy Public School Kindergarten Curriculum Map

TEACHER'S SCHEDULE: 2024-2025								
First Name: <u>KA</u> Last Name: _____						Room # _____		
School: _____			Grade: <u>KDG</u>		# of Students: _____			
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes per week
8:25	8:45	20	Morning Routines/Breakfast					
8:45	9:55	70	Math					
9:55	10:15	20	Phonics/Word Study					
10:15	10:45	30	Shared Reading/Mini Lesson					
10:45	11:05	20	Small Group/Centers					
11:05	11:35	30	Lunch					
11:35	11:50	15	Recess					
11:50	12:30	40	Small Group/Centers/Share Time/Handwriting					
12:30	1:00	30	MUSIC	PE	Play	Play	MUSIC	
1:00	1:30	30	PE	LIBRARY	PE	PE	PE	
1:30	2:15	45	Writer's Workshop/Grammar					
2:15	2:30	15	Recess					
2:30	3:00	30	Play	Content	Play	Content		
3:00	3:15	15	Interactive Read Aloud/Pack up					
3:15	3:35	20	Dismissal					
Total Special Minutes								