**Kindergarten and Pre-K**

THIRD QUARTER LEARNING PRIORITIES

**Common Core Kindergarten Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. With prompting and support, **retell** familiar stories, including **key details**. | 2. With prompting and support, identify the **main topic** and **retell** **key details** of a text. |
| 3. With prompting and support, identify **characters**, **settings**, and major **events** in a story. | 3. With prompting and support, **describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |

How the writer and illustrator help me understand.

|  |  |
| --- | --- |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| 4. Ask and answer questions about **unknown words** in a text. | 4. With prompting and support, ask and answer questions about **unknown words** in a text. |
| 5. Recognize **common types of texts** (e.g., storybooks, poems). | 5. Identify the front cover, back cover, and title page of a book. |
| 6. With prompting and support, name the **author** and **illustrator** of a story and define the **role** of each in telling the story. | 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** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 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). | 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). |

**Integrated Standards:** All reading standards require **standard 1 competence**--With prompting and support, ask and answer questions about key details of a text and support **standard 10 progress**: Actively engage in group reading activities with purpose and understanding.

[**Primary Reading Resources**](http://teacher.depaul.edu/PrimaryReadingResources.html)

[**Vocabulary and Reading Resources**](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[**Primary Writing Guides**](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

[**Primary Literacy Toolkit**](http://teacher.depaul.edu/Documents/ReadytoTeachToolkit.pdf)

Learning Guides in Spanish and English

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

***Readings--Texts in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

[**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)

**Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox%20%28CUE%29/__third%20quarter%201-27/https%3A/teachables.scholastic.com/teachables/guesthomepage.html)

**(first month is free!)**

**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit  |
| 4February |  |  |
| 11 February |  |  |
| 18February  |  |  |
| 25 February |  |  |
| 4 March |  |  |
| 11 March |  |  |
| 18 March |  |  |
| 25 March |  |  |
| 1 April |  |  |

**During spring break, students should take home:**

* List of links to online math activities.
* Math games they make and take home to play.
* Activity pages you provide to parents in a parent “pickup” session before spring vacation.

**The Speaking and Listening Standards are Keys to Learning math, science, social science AND literacy!**

**Check the standards you will emphasize this quarter.**

**Comprehension and Collaboration**

* [SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

[\_\_SL.K.1a](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[\_\_SL.K.1b](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/) Continue a conversation through multiple exchanges.

* [SL.K.2](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/SL/K/4/) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
* [SL.K.5](http://www.corestandards.org/ELA-Literacy/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 clearly.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

**LANGUAGE Kindergarten**

**This list is set up with lines so that you can check your students’ priorities for this quarter.**

|  |
| --- |
| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.

\_\_a. Print most upper- and lowercase letters.\_\_b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).\_\_c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*) when speaking.\_\_d. Understand and use the most frequently occurring prepositions in English (e.g., *to*/*from*, *in/out*, *on/off*, *for, of*, *by*, *with*) when speaking.\_\_e. Produce and expand complete sentences in shared language and writing activities.\_\_f. Understand and use question words (e.g., *who*, *what*, *where*, *when*, *why*, *how*) in discussions. |
| * 2. Observe conventions of capitalization, punctuation, and spelling.

\_\_a. Capitalize the first word in a sentence and the pronoun *I*.\_\_b. Name and identify end punctuation, including periods, question marks, and exclamation points.\_\_c. Spell simple words phonetically using knowledge of sound-letter relationships. |
| 3. (Begins in grade 3) |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on kindergarten reading*).

\_\_a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.\_\_b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).\_\_c. Use the most common affixes in English (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. |
| * 5. Understand word relationships.

\_\_a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*).\_\_b. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.\_\_c. Use common adjectives to distinguish objects (e.g., the *small blue* square; the *shy white* rabbit).\_\_d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms). |
| * 6. Use newly learned words acquired through conversations, reading, and responding to texts.
 |

**Kindergarten: THIRD QUARTER Learning Priorities Weeks 21-22**

|  | **Week of February 4** | **Week of February 11** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.1, 2, 3, and 7*Locate information—key details, events, characters; sequence, then summarize;* *Figure out the main message/theme*[**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Retell then Summarize a story*** **What happens? Who are the characters?**

**Then Infer** **the author’s message*** What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea?
* What do I like about the story (opinion)
 | **Retell then Summarize a story*** **What happens? Who are the characters?**

**Then Infer** **the author’s message*** What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea?
* What do I like about the story (opinion)
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI 2 Relate information to a topic CCSSRI7—explain how pictures provide information about a topic  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list information from texts and illustrations*
* *identify and explain words and pictures tell about a topic.*

*Use pictures and words narrate a science experiment or event.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list information from texts and illustrations*
* *identify and explain words and pictures tell about a topic.*
* *Explain how pictures help provide information about a topic*

*Use pictures and words to narrate a science experiment or event.* |
| **Phonics/Sight Words**In addition to scheduled sight words include phrases **Fry Phrases.****Link to Vocabulary Resources**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | Sight Words:PHONICS: | Sight Words:PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2—write opinions | * Write letters
* Place words in sequence
* Write opinion sentence(s).
* [**Primary** Guides](http://teacher.depaul.edu/PrimaryLiteracyResources.html)
 | * Write letters
* Place words in sequence
* Write opinion sentence(s).
* [**Primary** Guides](http://teacher.depaul.edu/PrimaryLiteracyResources.html)
 |

 **Kindergarten: THIRD QUARTER Learning Priorities Weeks 23-24**

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.1, 2, 3, and 7*Locate information—key details, events, characters; sequence, then summarize;* *Figure out the main message/theme*[**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Retell then Summarize a story*** **What happens? Who are the characters?**

**Then Infer** **the author’s message*** What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea?
* What do I like about the story (opinion)
 | **Retell then Summarize a story*** **What happens? Who are the characters?**

**Then Infer** **the author’s message*** What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea?
* What do I like about the story (opinion)
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI 2 Relate information to a topic CCSSRI7—explain how pictures provide information about a topic  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list information from texts and illustrations from TWO sources.*
* *use words and pictures to tell words and information that tell about a topic.*
* *Explain how pictures help provide information about a topic*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list information from texts and illustrations from TWO sources.*
* *use words and pictures to tell words and information that tell about a topic.*
* *Explain how pictures help provide information about a topic*
 |
| **Phonics/Sight Words**In addition to scheduled sight words include phrases **Fry Phrases.****Link to Vocabulary Resources**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | Sight Words:PHONICS: | Sight Words:PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2explainPlus foundation skill: sentence construction. | * Write or arrange words in sentence to explain.
* Write sequence phrases or sentences about what happens in a story.
 | * Write sentence to explain.
* Write sequence phrases or sentences about what happens in a story.
 |

 **Kindergarten: THIRD QUARTER Learning Priorities Weeks 25-26**

|  | **Week of March 4** | **Week of March 11** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.1*Locate information—key details**Answer with evidence—literal and inferential questions**Figure out the theme**CCSSRLK.6—how the book communicates*[**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | * Listen to/read a story. Tell how the writer and illustrator help you understand:

|  |  |
| --- | --- |
| Part of the Story | What Words or Pictures tell you |
| People |  |
| The Place |  |

* Recommended: Dramatize a part of the story.
 | * Listen to/read a story. Tell how the writer and illustrator help you understand:

|  |  |
| --- | --- |
| Part of the Story | What Words or Pictures tell you |
| People |  |
| The Place |  |

* Recommended: Dramatize a part of the story.
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY****CCSSR2—relate topic and details.** **CCSSRI.K.7—integrate information from text and visuals** | ***Integrate NONFICTION text and visual resources to explore a topic with a Focus Question.******Combine information from two different sources.*** * *Explain with examples how the writer tells information to help you understand the topic.*
* *Write sentences or phrases or captions telling what you think is important to know about the topic.*
 | ***Integrate NONFICTION text and visual resources to explore a topic with a Focus Question.******Combine information from two different sources.**** *Explain with examples how the illustrator uses pictures to show you what is important*
* *Write sentences or phrases or captions telling what you think is important to know about the topic.*
 |
| **Phonics/Sight Words**In addition to scheduled sight words include phrases **Fry Phrases.****Link to Vocabulary Resources**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | Phonics:Sight Words: | Phonics:Sight Words: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.3NarrativePlus foundation skill: sentence construction. | * Write letters
* Write or arrange words in sentence
* Sequence sentences that tell about an event (narrative—may be an actual event or story)
 | * Build words with letters
* Write/arrange sentences
* Sequence sentences that tell about an event (narrative—may be an actual event or story)
 |

**Kindergarten: THIRD QUARTER Learning Priorities Weeks 27-28**

|  | **Week of March 18** | **Week of March 25** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.1, 2, 3, and 7*Locate information—key details, events, characters; sequence, then summarize;* *Figure out the main message/theme*[**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Retell then Summarize a story*** **What happens? Who are the characters?**

**Then Infer** **the author’s message*** What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea? (What parts of the story tell me that?)
* What do I like about the story (opinion)
 | **Retell then Summarize a story*** **What happens? Who are the characters?**

**Then Infer** **the author’s message*** What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea? (What parts of the story tell me that?)
* What do I like about the story (opinion)
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.K.2—relate details to topicCCSSRI7—combine information from text and visual sources | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture-word glossary of important vocabulary relating to the topic—may include Fry vocabulary*
* *List information from two different sources on the same topic. Then with teacher guidance use the information go respond to the FOCUS question.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture-word glossary of important vocabulary relating to the topic—may include Fry vocabulary*
* *List information from two different sources on the same topic. Then with teacher guidance use the information go respond to the FOCUS question.*
 |
| **Word Patterns** In addition to scheduled sight words include phrases **Fry Phrases.****Link to Vocabulary Resources**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) | Sight Words:PHONICS: | Sight Words:PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.1opinionplus foundation skill: sentence construction. | * Write sentences about favorite person or place—tell why that person or place is important to you.
* Illustrate your sentences to show what’s important.
 | * Write sentences about favorite person or place—tell why that person or place is important to you.
* Illustrate your sentences to show what’s important.
 |

**Kindergarten: THIRD QUARTER Learning Priorities Week 29**

**COMPREHENSIVE ASSESSMENT**

|  | **Week of April 1** |
| --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.1, 2, 3, and 7*Locate information—key details, events, characters; sequence, then summarize;* *Figure out the main message/theme*[**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | * **EXPLAIN HOW YOU READ A STORY**
* **HOW DO YOU IDENTIFY AND SEQUENCE WHAT HAPPENS?**
* **HOW DO YOU LEARN ABOUT THE CHARACTERS?**

* **HOW DO YOU Infer** **the author’s message**
* What idea does the writer want me to understand?
* What pictures, sentences, and events help me understand that idea?
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.K.2Relate details to topicCCSSR7 combine information from text and visual sources  | ***NONFICTION READING ASSESSMENTIntegrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** How do you learn about a science or social science topic?
* Make a booklet or poster about a science or social science topic you have learned this quarter.
* Recommended Special Project: Dramatize an important event in history!
 |
| **Word Patterns** In addition to scheduled sight words include phrases **Fry Phrases.****Link to Vocabulary Resources**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)  | **Explain how you: (insert relevant phonics)****Use the Sight Words you know to write phrases and sentences.** |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.1opinion | How do you write to explain your opinion?Explain how to do that and give examples. What are the rules for writing a good sentence?Tell the rules and write example sentences that follow them. |