**Kindergarten and Pre-K**

FIRST QUARTER

CORE COMPETENCE DEVELOPMENT

 

**For resources to support first quarter progress, go to**

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

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**MATH MIX: New and Continuing PRIORITIES**

Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

Math Practice Standards should be emphasized

—particularly standard 1: **Make sense of problems and persevere in solving them.**

|  |  |  |
| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Homework Essential:** Send home math practice activities—number-symbol matching, similar ways to help students increase knowledge of math facts.

**Daily kinds of assessment:**

\_\_journal \_\_match number and picture

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly kinds of assessment:** \_\_Use numbers, shapes to describe.

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Common Core Kindergarten Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 1. With prompting and support, ask and answer **questions about key details** in a text. | 1. With prompting and support, ask and answer **questions about key details** in a text.  |
| 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. |
| **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. |
| ***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). |

All the literacy development is designed to reach standard 10:

**Actively engage** in **group reading activities** with **purpose** and **understanding**.

***Nonfiction reading competencies*** *are developed each week in science or social science—ideally students work on only one nonfiction subject for five weeks so that students learn that content and learn how to read nonfiction.*

**Using an integrated approach, reading literature incorporates writing narratives and opinions. Writing basics emphasizes explanatory and includes speaking and drawing.**

*Pre-K teachers can apply when appropriate components of this guide that complement the Pre-K Curriculum.*

SOURCE of Common Core Standards cited in this guide: <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.

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum.**

**Check the standards you will emphasize during first 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.**

**Kindergarten: First Quarter, Weeks 1-2 Learning Priorities**

|  |  |  |
| --- | --- | --- |
|  | **Week of September 3** | **Week of September 10** |
| **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**Answer with evidence**Includes K.5—parts of book.**LITERATURE TERMS: book; cover; question; character trait; picture; story* | * Take reading interest survey—”“What’s your favorite story?” “Who likes to read about animals?” etc.
* Interpret cover of a book—what does the picture tell us we will read?
* Answer questions about a picture.
* Answer questions about a story.
* IDENTIFY/INFER CHARACTER TRAITS—recommended: use pictures and words to list GOOD traits that we have.
* Relate traits to classroom values (see next page)
 | * Locate information in a picture.
* Identify parts of storybook.
* Answer questions about a story—character traits--identify**/**infer character traits based on actions.
* Tell how you feel about a character—and why.
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_ picture books \_big books\_topic/trade books \_\_videos\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)CCSSRI.K.1Locate informationLITERACY TERMS: book; picture; science | Draw and if appropriate write words that answer these questions after listening/looking to picture book or video:* What do you like about science?
* What do scientists do?
 | * Identify parts of a nonfiction book.
* Locate information in pictures in response to questions.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.K.1Answer questionsLITERACY TERMS:book; picture; science | * *Draw and dictate words that answer these questions—if possible after listening/looking to story about school—*
* *What happens in our classroom?*
* *How do we help each other?*
* *What are the rules—why do we need them?*
 | * *Identify parts of a nonfiction book.*
* *Draw and label pictures based on school “tour, to answer these questions:*
* *What happens in our school?*
* *Who are the people?*
* *What are the places?*
* *How do people learn in school?*
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2--*Includes speaking and drawing—SLK 4, 5, 6* | * Assess knowledge of alphabet letters
* Begin focus on alphabet letters—connect to phonics.
* Draw pictures to tell about you.
 | * Alphabet letters (label or match pictures with letter)
* Speak in sentences. (ongoing)
 |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html) In addition to sight words include the Fry Phrases | Assess Phonics KnowledgePHONICS FOCUS:Sight Words: | PHONICS FOCUS:Sight Words: |

**SEL Connects: literature, history, science, math—**

 **learning—life—SEL is everywhere!**

***Example--You can set up a display—students choose, then illustrate traits.***

**What character traits are most important to our classroom community? Here are three. Add yours!**

|  |  |  |
| --- | --- | --- |
| **careful** | **helpful** | **cooperative** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Personalize learning from the beginning:**

**Make a Literacy Survey to**

***Learn What Your Students Like.***

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

|  |  |
| --- | --- |
| 1. What is your favorite kind of book to read?
 | 1. What is your favorite story?
 |
| 1. What is your favorite TV show?
 | 1. What do you like about that TV show?
 |
| 1. What do you like to write?
 | 1. What do you want to learn more about?

animals, countries, famous people, music, sports, or another topic? |

**Kindergarten: First Quarter, Weeks 3-4 Learning Priorities**

|  |  |  |
| --- | --- | --- |
|  | **Week of September 17** | **Week of September 24** |
| **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.2Answer with evidence—story sequence.**Follow words on page (ongoing)****LITERATURE TERMS:**STORY: PARTS OF A BOOK; WRITER; ILLUSTRATOR; EVENT; BEFORE; AFTER | * Use parts of a book to tell what a writer and an illustrator do.
* Identify an event in a story.
* Tell what you feel about the event.
* Tell what happened before and after it.

FLUENCY EMPHASIS:\_\_rate \_\_expression \_\_comprehension* INTEGRATE WRITING: Draw part of story—relates to sequence of story –or sort pictures that show sequence of a story
 | * Retell story sequence.
* Tell what you feel about event in the story.
* Infer: **Predict** what will happen in a story.

FLUENCY EMPHASIS:\_\_rate \_\_expression \_\_comprehension* INTEGRATE WRITING: Draw part of story—relates to sequence of story –or sort pictures that show sequence of a story
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_ picture books \_big books\_topic/trade books \_\_videos\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.K.1 **Locate information to** **Answer questions** Locate information*LITERACY TERMS: PICTURE; FIND; INFORMATION; WORD; QUESTION; ANSWER*  | * Locate information in pictures and pictures in books in response to questions.
* Start class picture-word display

--“Words we know about \_\_\_\_\_”* Students dictate sentence of the day—based on “what we learned about”—including one word from the word display. (Teacher could post several student examples.)
 | * Locate information in pictures and pictures in books in response to questions.
* Continue class picture-word display--“Words we know about \_\_\_\_\_”
* Students dictate sentence of the day—based on “what we learned about”—including one word from the word display. *The next day can start with reading the sentences to continue the content area learning.*
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2--*Includes speaking and drawing—SLK 4, 5, 6* | * Speak in sentences
* Alphabet letters
* Draw or write words
 | * Speak in sentences
* Alphabet letters
* Draw or write words
 |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html) In addition to sight words include the Fry Phrases. | PHONICS FOCUS:Sight Words: | PHONICS FOCUS:Sight Words: |

 **Kindergarten: First Quarter, Weeks 5-6 Learning Priorities**

|  |  |  |
| --- | --- | --- |
|  | **Week of October 1**  | **Week of October 8** |
| **Literature Genr***e* | \_\_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.2Tell/retell stories LITERATURE TERMS: STORY; TIME; BEFORE; AFTER; CHARACTER; ACTION; PLACE | * Recognize time, order (ongoing)
* Identify/Classify parts of a story: Characters Place Actions
* Retell story

FLUENCY EMPHASIS:\_\_rate \_\_expression \_\_comprehensionINTEGRATE WRITING: * Speak, write, or draw or sequence pictures to tell or retell story.
 | * Recognize time, order (ongoing)
* Identify/Classify parts of a story: Characters Place Actions
* Retell story

FLUENCY EMPHASIS:\_\_rate \_\_expression \_\_comprehensionINTEGRATE WRITING: * Speak, write, or draw or sequence pictures to tell or retell story.
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_ picture books \_big books\_topic/trade books \_\_videos\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.K.1Classify information*LITERACY TERMS: PICTURE; ILLUSTRATION; LOCATE; CLASSIFY*  | * Locate and classify informationClassify information from books and illustrations, guided by teacher. *Recommended: use chart—paste or draw pictures to complete chart.*
 | * Locate and classify informationClassify information from books, videos, illustrations, guided by teacher Recommended: use chart—paste or draw pictures to complete chart.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2--*Includes speaking and drawing—SLK 4, 5, 6* | * Speak in sentences
* Alphabet letters and words
* Draw/write journal
 | * Speak in sentences
* Alphabet letters and words
* Draw/write journal
 |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html) In addition to sight words include the Fry Phrases | PHONICS FOCUS:Sight Words:*Recommended: Start project--alphabet pages for personal alphabet book.* | PHONICS FOCUS:Sight Words:*Recommended: Continue* ***(ongoing)*** *project--alphabet pages for personal alphabet book.* |

 **Kindergarten: First Quarter, Weeks 7-8 Learning Priorities**

|  |  |  |
| --- | --- | --- |
|  | **Week of October 15** | **Week of October 22** |
| **Literature Genr***e* | \_\_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.2Summarize a storyliterature terms: who; what; when; where; opinion; retell | * Summarize a story: who, what, when, where
* Teacher guides students to figure out the “message” or theme.
* Tell **your opinion of a story** such as “I like it because\_\_\_\_\_” or “This was my favorite part: \_\_\_\_\_”

FLUENCY EMPHASIS:\_\_rate \_\_expression \_\_comprehension* INTEGRATE WRITING: Speak (dictate), write, or draw or sequence pictures to tell or retell story.
 | * Summarize a story: who, what, when, where
* Teacher guides students to figure out the “message” or theme.
* Tell **your opinion of a story** such as “I like it because\_\_\_\_\_” or “This was my favorite part: \_\_\_\_\_”

FLUENCY EMPHASIS:\_\_rate \_\_expression \_\_comprehensionINTEGRATE WRITING: Speak (dictate), write, or draw or sequence pictures to tell or retell story. |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_ picture books \_big books\_topic/trade books \_\_videos\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.K.2LITERACY TERMS: FACT; SUMMARIZE; LEARN | * Locate information to use in teacher-guided summary—what have we learned about \_\_?
* Teacher and students list important facts. Then with guidance, summarize what you learned in a picture or in dialogue with partner.
* Summaries will vary but should include important information.
 | * *Continue to guide students to identify important information and summarize*—
* Locate information to use in teacher-guided summary—what have we learned about \_\_\_?
* Teacher and students list important facts.
* Then with guidance, summarize what you learned in a picture or in dialogue with partner.
* Summaries will vary but include important information.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2--Includes speaking and drawing—SLK 4, 5, 6 | * Speak in sentences
* Alphabet letters and words
* Draw/write journal
 | * Speak in sentences
* Alphabet letters and words
* Draw/write journal
 |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html) In addition to sight words include the Fry Phrases | PHONICS FOCUS:Sight Words: | PHONICS FOCUS:Sight Words: |

**Kindergarten: First Quarter, Week 9 Learning Priorities**

|  |  |
| --- | --- |
|  | **Week of October 30****COMPREHENSIVE ASSESSMENT** |
| **Literature Genr***e* | \_\_fairy tale \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.2summarizeLITERATURE TERMS: EXAMPLE; MAIN IDEA | Comprehensive Assessment* Summarize who is in a story and what happens in a story.
* Tell what the theme or lesson of the story is—guided by teacher.
* Tell what your opinion of a story is such as “I like it because\_\_\_\_\_” or “This was my favorite part: \_\_\_\_\_”

INTEGRATE WRITING: assess ability to retell story in words, pictures |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.K.2Locate information then summarize*LITERACY TERMS:* *FACT; FIND; LOCATE; INFORMATION; LEARN*  | Comprehensive Assessment* Tell information about a topic from

illustration and listening to text. * Tell how you can learn from pictures and words about a topic.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K2CCSSW.K.2--*Includes speaking and drawing—SLK 4, 5, 6* | Comprehensive Assessmentassess ability to:.* Speak in sentences (ongoing)
* Draw pictures and letters to explain.
 |
| [**Word Patterns**](http://teacher.depaul.edu/html/vocabulary.html) In addition to sight words include the Fry Phrases  | Comprehensive Assessment* Recognize Phonemic/Phonics progress
* Organize sight words by topic
* Make own alphabet book—letters that have been mastered
 |