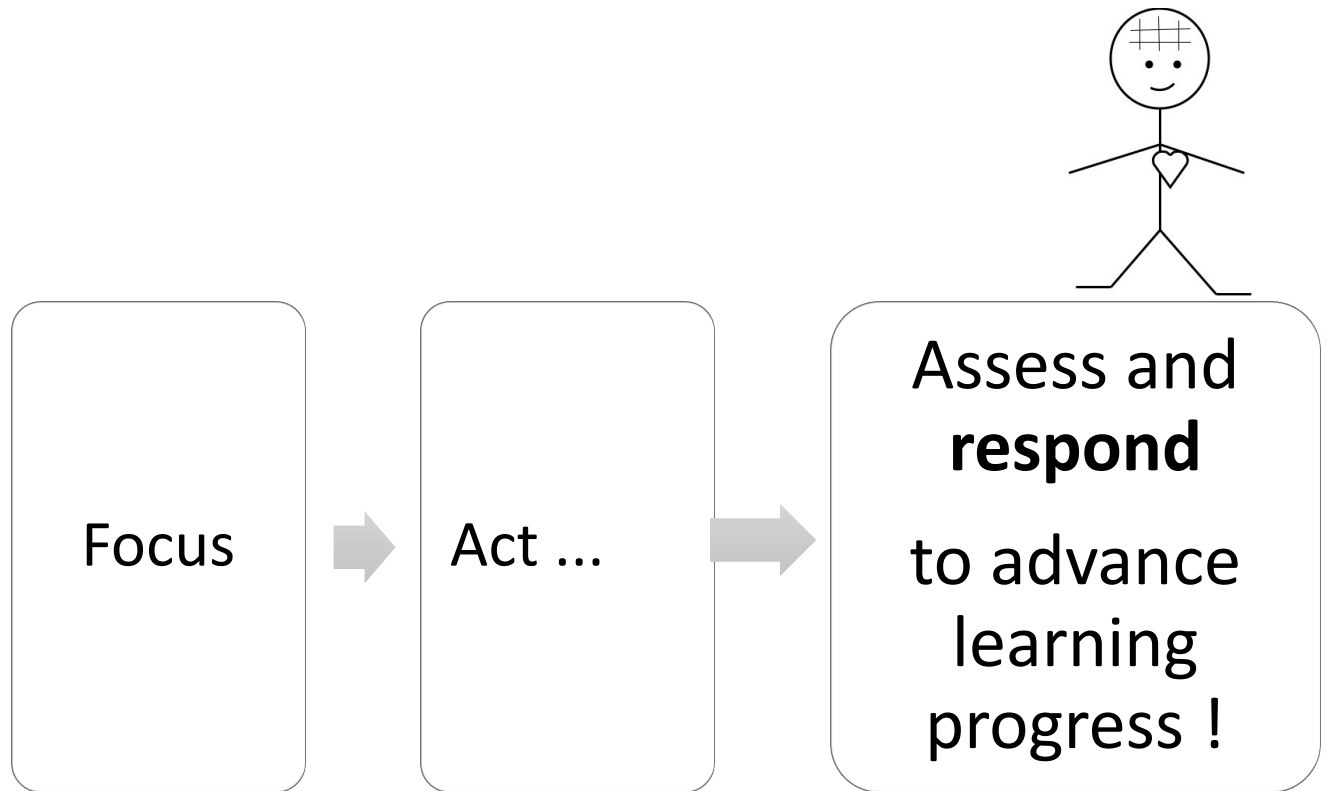


Kindergarten and Pre-K

FIRST QUARTER CORE COMPETENCE DEVELOPMENT



For resources to support first quarter progress, go to
<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>

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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 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - SL.K.1a 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 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 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 CCSSRL.K.1 <i>Locate information</i> <i>Answer with evidence</i> <i>Includes K.5—parts of book.</i> LITERATURE TERMS: book; cover; question; character trait; picture; story	<input type="checkbox"/> Take reading interest survey— “What’s your favorite story?” “Who likes to read about animals?” etc. <input type="checkbox"/> Interpret cover of a book—what does the picture tell us we will read? <input type="checkbox"/> Answer questions about a picture. <input type="checkbox"/> Answer questions about a story. <input type="checkbox"/> IDENTIFY/INFER CHARACTER TRAITS—recommended: use pictures and words to list GOOD traits that we have. <input type="checkbox"/> Relate traits to classroom values (see next page)	<input type="checkbox"/> Locate information in a picture. <input type="checkbox"/> Identify parts of storybook. <input type="checkbox"/> Answer questions about a story— character traits—identify/infer character traits based on actions. <input type="checkbox"/> 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 CCSSRI.K.1 Locate information LITERACY TERMS: book; picture; science	Draw and if appropriate write words that answer these questions after listening/looking to picture book or video: <input type="checkbox"/> What do you like about science? <input type="checkbox"/> What do scientists do?	<input type="checkbox"/> Identify parts of a nonfiction book. <input type="checkbox"/> Locate information in pictures in response to questions.
Social Science CCSSRI.K.1 Answer questions LITERACY TERMS: book; picture; science	<input type="checkbox"/> Draw and dictate words that answer these questions—if possible after listening/looking to story about school— <input type="checkbox"/> What happens in our classroom? <input type="checkbox"/> How do we help each other? <input type="checkbox"/> What are the rules—why do we need them?	<input type="checkbox"/> Identify parts of a nonfiction book. <input type="checkbox"/> Draw and label pictures based on school “tour, to answer these questions: <input type="checkbox"/> What happens in our school? <input type="checkbox"/> Who are the people? <input type="checkbox"/> What are the places? <input type="checkbox"/> How do people learn in school?
Writing CCSSW.K.2-- <i>Includes speaking</i> <i>and drawing—SLK 4,</i> <i>5, 6</i>	<input type="checkbox"/> Assess knowledge of alphabet letters <input type="checkbox"/> Begin focus on alphabet letters—connect to phonics. <input type="checkbox"/> Draw pictures to tell about you.	<input type="checkbox"/> Alphabet letters (label or match pictures with letter) <input type="checkbox"/> Speak in sentences. (ongoing)
Word Patterns In addition to sight words include the Fry Phrases	Assess Phonics Knowledge PHONICS 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?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. 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 _____
<p>Reading Literature CCSSRL.K.2 Answer with evidence— story sequence. Follow words on page (ongoing)</p> <p>LITERATURE TERMS: STORY: PARTS OF A BOOK; WRITER; ILLUSTRATOR; EVENT; BEFORE; AFTER</p>	<p><input type="checkbox"/> Use parts of a book to tell what a writer and an illustrator do.</p> <p><input type="checkbox"/> Identify an event in a story.</p> <p><input type="checkbox"/> Tell what you feel about the event.</p> <p><input type="checkbox"/> Tell what happened before and after it.</p> <p>FLUENCY EMPHASIS: __ rate __ expression __ comprehension</p> <p><input type="checkbox"/> INTEGRATE WRITING: Draw part of story—relates to sequence of story—or sort pictures that show sequence of a story</p>	<p><input type="checkbox"/> Retell story sequence.</p> <p><input type="checkbox"/> Tell what you feel about event in the story.</p> <p><input type="checkbox"/> Infer: Predict what will happen in a story.</p> <p>FLUENCY EMPHASIS: __ rate __ expression __ comprehension</p> <p><input type="checkbox"/> INTEGRATE WRITING: Draw part of story—relates to sequence of story—or sort pictures that show sequence of a story</p>
Nonfiction Sources	__ picture books __ big books __ topic/trade books __ videos __	__ picture books __ big books __ topic/trade books __ videos
<p>Science or Social Science CCSSRI.K.1 Locate information to Answer questions Locate information</p> <p><i>LITERACY TERMS:</i> <i>PICTURE; FIND;</i> <i>INFORMATION; WORD;</i> <i>QUESTION; ANSWER</i></p>	<p><input type="checkbox"/> Locate information in pictures and pictures in books in response to questions.</p> <p><input type="checkbox"/> Start class picture-word display --“Words we know about _____”</p> <p><input type="checkbox"/> 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.)</p>	<p><input type="checkbox"/> Locate information in pictures and pictures in books in response to questions.</p> <p><input type="checkbox"/> Continue class picture-word display--“Words we know about _____”</p> <p><input type="checkbox"/> Students dictate sentence of the day—based on “what we learned about”—including one word from the word display. <i>The next day can start with</i> <i>reading the sentences to</i> <i>continue the content area</i> <i>learning.</i></p>
<p>Writing CCSSW.K.2-- <i>Includes speaking and</i> <i>drawing—SLK 4, 5, 6</i></p>	<p><input type="checkbox"/> Speak in sentences</p> <p><input type="checkbox"/> Alphabet letters</p> <p><input type="checkbox"/> Draw or write words</p>	<p><input type="checkbox"/> Speak in sentences</p> <p><input type="checkbox"/> Alphabet letters</p> <p><input type="checkbox"/> Draw or write words</p>
<p>Word Patterns In addition to sight words include the Fry Phrases.</p>	<p>PHONICS FOCUS:</p> <p>Sight Words:</p>	<p>PHONICS FOCUS:</p> <p>Sight Words:</p>

Kindergarten: First Quarter, Weeks 5-6 Learning Priorities

	Week of October 1	Week of October 8
Literature Genre	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____
<u>Reading Literature</u> CCSSRL.K.2 Tell/retell stories LITERATURE TERMS: STORY; TIME; BEFORE; AFTER; CHARACTER; ACTION; PLACE	<input type="checkbox"/> Recognize time, order (ongoing) <input type="checkbox"/> Identify/Classify parts of a story: Characters Place Actions <input type="checkbox"/> Retell story FLUENCY EMPHASIS: ___rate ___expression ___comprehension INTEGRATE WRITING: <input type="checkbox"/> Speak, write, or draw or sequence pictures to tell or retell story.	<input type="checkbox"/> Recognize time, order (ongoing) <input type="checkbox"/> Identify/Classify parts of a story: Characters Place Actions <input type="checkbox"/> Retell story FLUENCY EMPHASIS: ___rate ___expression ___comprehension INTEGRATE WRITING: <input type="checkbox"/> 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
<u>Science or Social Science</u> CCSSRI.K.1 Classify information LITERACY TERMS: PICTURE; ILLUSTRATION; LOCATE; CLASSIFY	<input type="checkbox"/> Locate and classify information Classify information from books and illustrations, guided by teacher. <i>Recommended: use chart—paste or draw pictures to complete chart.</i>	<input type="checkbox"/> Locate and classify information Classify information from books, videos, illustrations, guided by teacher Recommended: use chart—paste or draw pictures to complete chart.
<u>Writing</u> CCSSW.K.2-- Includes speaking and drawing—SLK 4, 5, 6	<input type="checkbox"/> Speak in sentences <input type="checkbox"/> Alphabet letters and words <input type="checkbox"/> Draw/write journal	<input type="checkbox"/> Speak in sentences <input type="checkbox"/> Alphabet letters and words <input type="checkbox"/> Draw/write journal
<u>Word Patterns</u> In addition to sight words include the Fry Phrases	PHONICS FOCUS: Sight Words: <i>Recommended: Start project--alphabet pages for personal alphabet book.</i>	PHONICS FOCUS: Sight Words: <i>Recommended: Continue (ongoing) project--alphabet pages for personal alphabet book.</i>

Kindergarten: First Quarter, Weeks 7-8 Learning Priorities

	Week of October 15	Week of October 22
Literature Genre	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____
<u>Reading Literature</u> CCSSRL.K.2 Summarize a story literature terms: who; what; when; where; opinion; retell	<input type="checkbox"/> Summarize a story: who, what, when, where <input type="checkbox"/> Teacher guides students to figure out the “message” or theme. <input type="checkbox"/> Tell your opinion of a story such as “I like it because _____” or “This was my favorite part: _____” FLUENCY EMPHASIS: ___rate ___expression ___comprehension <input type="checkbox"/> INTEGRATE WRITING: Speak (dictate), write, or draw or sequence pictures to tell or retell story.	<input type="checkbox"/> Summarize a story: who, what, when, where <input type="checkbox"/> Teacher guides students to figure out the “message” or theme. <input type="checkbox"/> 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.
Nonfiction Sources	___ picture books ___ big books ___topic/trade books ___videos	___ picture books ___ big books ___topic/trade books ___videos
<u>Science or Social Science</u> CCSSRI.K.2 LITERACY TERMS: FACT; SUMMARIZE; LEARN	<input type="checkbox"/> Locate information to use in teacher-guided summary—what have we learned about ___? <input type="checkbox"/> Teacher and students list important facts. Then with guidance, summarize what you learned in a picture or in dialogue with partner. <input checked="" type="checkbox"/> Summaries will vary but should include important information.	<input type="checkbox"/> <i>Continue to guide students to identify important information and summarize—</i> <input type="checkbox"/> Locate information to use in teacher-guided summary—what have we learned about ___? <input type="checkbox"/> Teacher and students list important facts. <input type="checkbox"/> Then with guidance, summarize what you learned in a picture or in dialogue with partner. <input checked="" type="checkbox"/> Summaries will vary but include important information.
<u>Writing</u> CCSSW.K.2-- Includes speaking and drawing—SLK 4, 5, 6	<input type="checkbox"/> Speak in sentences <input type="checkbox"/> Alphabet letters and words <input type="checkbox"/> <i>Draw/write journal</i>	<input type="checkbox"/> Speak in sentences <input type="checkbox"/> Alphabet letters and words <input type="checkbox"/> <i>Draw/write journal</i>
<u>Word Patterns</u> 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 Genre	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____
<u>Reading Literature</u> CCSSRL.K.2 summarize LITERATURE 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 _____
<u>Science</u> or <u>Social Science</u> CCSSRI.K.2 Locate information then summarize <i>LITERACY TERMS: FACT; FIND; LOCATE; INFORMATION; LEARN</i>	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.
<u>Writing</u> CCSSW.K.2 CCSSW.K.2-- <i>Includes speaking and drawing—SLK 4, 5, 6</i>	Comprehensive Assessment assess ability to:. ✓ Speak in sentences (ongoing) ✓ Draw pictures and letters to explain.
<u>Word Patterns</u> 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