**Kindergarten**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES



**For resources to support learning progress, go to**

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

**Links to specific resources are embedded in the following pages.**

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

**at DePaul University**

[**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)

**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; science; social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

\_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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**Common Core Kindergarten Literacy Standards Emphasized**

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| **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. | |

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| **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.

**Kindergarten: Second Quarter, Weeks 10-12 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

*Weeks 10-11are combined—Week 10 includes 2 instructional days; week 12 includes only 2 day.*

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|  | **Weeks 10-11** | **Week 12** |
| **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)  *3. With prompting and support, identify* ***characters****,* ***settings****, and major* ***events*** *in a story.*  ***Answer with evidence*** | **How do the writer and illustrator help you understand the characters in a story?**   * **Infer** about **characters—traits, motives, and actions**   Choose a character.  Who …….. does what ………   |  |  |  | | --- | --- | --- | | INFER | Answer | evidence | | why |  |  | | what trait does that show? |  |  | | **Choose your favorite story.**  **Draw the characters.**  **Draw important event(s).**  **Tell why you like this story.**  **Tell what its theme is—what idea the writer wants you to understand because you read it.** |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  In addition to scheduled sight words include phrases such as the Fry Phrases. | * Match sound/symbol/picture   Sight Words:  PHONICS: | Make your own phonics pages. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2--explanatory/ informational | * Write letters and words or pictures that show letter sounds * Place words in **sequence** | Write with words you have learned! |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

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| **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 and picture information from texts and illustrations* * *use words and pictures to tell words and information that tell about a topic.* | *Tell about something you have learned this school year. Tell about it with pictures you draw and words you write. Tell what you learned. Tell why you like this topic.* |

**Kindergarten: Second Quarter, Weeks 13-14 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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* | 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. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  In addition to scheduled sight words include phrases such as the Fry Phrases. | * Match sound/symbol/picture   Sight Words:  PHONICS: | * Identify, use beginning consonants   Sight Words:  PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2--explanatory/informational | * Write or arrange words in sentence. | * Write sentence. |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

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| **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 topic and details. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * ***List important information—teacher guides with questions.*** * ***Then tell what you think is most interesting or important detail about a topic.***   *Make word-picture glossary.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * ***List important information—teacher guides with questions.*** * ***Then tell what you think is the most interesting or important detail about a topic.*** * *Make word-picture glossary.* |

**Kindergarten: Second Quarter, Weeks 15-16 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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)  *CCSSRLK.6—how the book communicates* | * 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 | Their actions and traits | | The Place | What is there? | | events | Sequence and figure out which is most important |  The message or theme. | * 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 | Their actions and traits | | The Place | What is there? | | Events | Sequence and figure out which is most important |  The message or theme. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  In addition to scheduled sight words include phrases such as the Fry Phrases. | * Identify initial consonants   Sight Words:   * Assess Sight Word status. | * Phonics: final consonants   Sight Words:  PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2--explanatory/ informational | * Write or arrange words in sentence | * Write/arrange words in sentences |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

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| **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 reading and visual resources to explore a topic with a Focus Question.***   * *List important information about a topic from pictures and texts.* * *Make word-picture glossary.* * *Draw pictures and write important facts.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *List important information about a topic from pictures and texts.* * *Make word-picture glossary.* * *Draw pictures and write important facts.* |

**Kindergarten: Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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* | **Retell then Summarize a story**  **—What happens? Who are the characters?**    **Then Infer** **the main idea/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 main idea/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) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  In addition to scheduled sight words include phrases such as the Fry Phrases. | * Phonics: final consonants; rhyming   Sight Words:  PHONICS: | * Phonics: Final consonants; substitution   Sight Words:  PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2  Retell a story—relates to literacy—retell story you read or experience you had. | * Build words with letters * Write sentences | * Build words with letters. * Write sentences |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

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| **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 topic  CCSSRI7—combine information from text and visual sources | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use pictures and text sources to learn about a topic.* * *List and picture important information.* * *Summarize what you learned about the topic.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use picture and text sources to learn about a topic.* * *List and picture important information.* * *Summarize what you learned about the topic.* |

**Kindergarten: Second Quarter, Weeks 19-20 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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  Read closely/  carefully/completely | * Ask/answer how/why questions with **evidence from the words and from the illustrations.**   question answer **evidence** | Comprehensive assessment: What have we learned about interpreting stories? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  In addition to scheduled sight words include phrases such as the Fry Phrases. | * Match letters, sounds/pictures * Identify consonants (initial, final, medial) * Substitution * Rhyming   Sight Words: | * Make a first-semester word display—what we have learned.   PHONICS:  This week’s sight words: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.K.2 | * Build words with letters. * Write sentences | * Build words with letters. * Write sentences |

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

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| --- | --- | --- |
| **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 topic  CCSSR7 combine information from text and visual sources | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use pictures and text sources to learn about a topic.* * *Tell how you know that a detail is important.* * *List and picture important information.* * *Summarize what you learned about the topic.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use picture and text sources to learn about a topic.* * *Tell how you know a detail is important.* * *Then tell how writers and illustrators tell and show information to help you understand the topic. Then make your own page.* |