**Kindergarten and Pre-K**

FOURTH QUARTER LEARNING PRIORITIES

**READING:**

**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.

|  |  |
| --- | --- |
| **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. |
| 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. |
| **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. |
| 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). |

**Writing based on reading and on experiences.**CCSSW.K.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

**Check the Speaking and Listening Competencies you will emphasize.**

**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>

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.

SET NEXT GRADE **PREP** REQUIREMENTS

*To complete your grade so that students are prepared for the next grade, identify content and skills that are “prerequisites” for next grade success. This chart is one source; also set next grade prep priorities based on* ***your curriculum*** *and* ***your assessment results****.*

|  |  |  |  |
| --- | --- | --- | --- |
| **READING** **Answer questions with evidence**  | * Locate information in pictures
* Listen for information
* Re-tell stories
* Identify character traits and actions
* Classify
* Compare/contrast
* Predict
* Explain what the parts of a book are
 | **SCIENCE** Learn ideas through experiences and reading. | * How to learn science by looking
* How to learn science by listening
* How to learn science from books
* How to explain science with pictures and words
* How to answer a question about a topic
 |
| **GENRES** | * Fiction: stories, fairy tales, folk tales, and realistic fiction
* Poems, songs, paintings—students can infer the ideas in all of them
* Non-Fiction: science, social studies
 | **SOCIAL STUDIES**Learn ideas through experiences and reading.  | * How to learn about a place from a model or map
* How to learn about a topic by listening
* How to “read” a picture
* How to learn about different people and places through books and other sources.
* How to explain a topic with pictures and words
 |
| **WORD KNOWEDGE****PHONICS** | * Consonants
* Vowels
* Initial consonant blends
* Sight words—the Fry vocabulary
* Fry phrases
 | **MATH** Numbers and Operations | * Count, read, write #1-20
* Compare whole numbers
* Recognize words to 10
* Represent numbers using physical models
* Represent number facts to 20
* Add
* Count by 2’s, 10’s
* Count backwards
* Subtract
* Word problems
* Fractions (whole, half)
 |
| **WRITING**  | * descriptive writing
* dictate language experience stories
* write captions
* write sentences
 | **LEARNING SKILLS** | * Listen
* Work with others
* Follow directions
* Collaborative conversations
 |

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. 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 included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be Emphasized this Quarter—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

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

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | **Poetry** | **Poetry** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSR.K.1—read closely, then infer with evidenceRelate to vocabulary development, phonics, rhymes.Link to online poetry[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) [Poems](https://www.poetryfoundation.org/resources/children)  | **How do you understand a poem?*** Figure out how a writer uses words to help you pay attention to parts of the poem and emphasizes parts with rhyme and repetition to help you understand the message of the poem.
* Draw a picture that shows what the poet wants you to think about when you hear/read the poem.
 | **How do you understand a poem?*** Figure out how a writer uses words to help you pay attention to parts of the poem and emphasizes parts with rhyme and repetition to help you understand the message of the poem.
* Draw a picture that shows what the poet wants you to think about when you hear/read the poem/read the poem.
 |
| **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*
* *Explain a topic with words and information you learn.*
* *Explain how pictures provide information about a topic*
* Make a Topic Word Bank
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list and picture information from texts and illustrations*
* *Explain a topic with words and information you learn.*
* *Explain how pictures provide information about a topic*
* Make a Topic Word Bank
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*

|  |
| --- |
|  |
|  |  |

|  |
| --- |
|  |

PHONICS: | *Sight Words:*

|  |
| --- |
|  |
|  |  |

PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.8—write to answer questions about a topic | * Descriptive writing—add words to sentences; write sentences—describing science or social science topic you are learning.
 | * Descriptive writing—add words to sentences; write sentences—describing science or social science you are learning.
 |

[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)

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  |  |  |
| --- | --- | --- |
| **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) CCSSRK.2—identify theme/messageCCSSRK.6—role of author and illustrator**Recommended: Vary genres**[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **How do you figure out the message of a story?**Tell how the writer and illustrator help you understand:

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

* How do the characters’ actions help you understand the theme?
 | **How do you figure out the message of a story?**Tell how the writer and illustrator help you understand:

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

* How do the characters’ actions help you understand the theme?
 |
| **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.2Provide information to explain a topicMake a Topic Picture Glossary  | ***How do you learn from books and pictures?****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.*
* *Organize/picture important details to include in individual page or class booklet or display. (Connect to this week’s writing.)*
 | ***How do you learn from books and pictures?****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.*
* *Organize/picture important details to include in individual page or class booklet or display. (Connect to this week’s writing.)*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) [Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS: | *Sight Words:*PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.8—write to answer questions about a topic | * Descriptive writing—write sentences with details—use the topic picture glossary and words from nonfiction sources. Students can combine their glossaries with illustrations and captions to make a booklet
 | * Descriptive writing—write sentences with details—use the topic picture glossary and words from nonfiction sources. Students can combine their glossaries with illustrations and captions to make a booklet.
 |

[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)

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  |  |  |
| --- | --- | --- |
| **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.9*Compare and contrast stories* [Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **How do you compare and contrast adventures of characters in familiar stories?**How do writers and illustrators help you understand the characters’ traits?How do the characters’ actions show the writer’s message? | **How do you compare and contrast adventures of characters in familiar stories?**How do writers and illustrators help you understand the characters’ traits?How do the characters’ actions show the writer’s message? |
| **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** **NONFICTIONLITERACY** CCSSRI.K.2Provide information to explain a topic | How do you learn from books and pictures?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.
* Organize/picture important details to include in individual page or class booklet or display.
* Make a Topic Picture Glossary
 | How do you learn from books and pictures?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.
* Organize/picture important details to include in individual page or class booklet or display.
* Make a Topic Picture Glossary
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | Sight Words:PHONICS: | Sight Words:PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.3Narrative | Write story—words and/or pictures with captions showing characters and events | * I can draw a biography—Me this year—include pictures and captions.
 |

[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)

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  |  |  |
| --- | --- | --- |
| **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.9*Analyze across stories*[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **Compare and contrast different stories with the same theme**—may include folk tales, fables, as well as contemporary fiction.* Identify ways each story’s main character solves a problem, how other characters help, other ways the stories may be alike or different.
 | **Compare and contrast different stories with the same theme**—may include folk tales, fables, as well as contemporary fiction.* Identify ways each story’s main character solves a problem, how other characters help, other ways the stories may be alike or different.
 |
| **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.2Summarize | ***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.*
* Make a Topic Picture Glossary
 | ***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.*
* Make a Topic Picture Glossary
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Word Book—what are my favorite words? (Could be alphabetical, topical, or kinds of words such as shape words, words that tell about me.)
 | *Sight Words:*PHONICS:* Word book—what are my favorite words? (Could be alphabetical or topical, or kinds of words such as shape words, words that tell about me.)
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2—explanatory text | * I can make a picture book about a topic with words and sentences.
 | * Make a picture book about a topic with words and sentences, too.
 |

[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)

**Kindergarten: FOURTH QUARTER Learning Priorities Week 38**

|  |  |
| --- | --- |
| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)** [Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **Recognize Progress*** Our Favorite Books
* Why we like them.
* What we will read this summer.
 |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP** **NONFICTION** **LITERACY** CCSSRI.K.2Summarize | * What we learned about science and social science this year—learning display or booklets, each student contributes
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Make a class pictionary/dictionary, classifying words by topics.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2 | * Write about what you learned.
* Each student can contribute to a personal portfolio and a class learning portfolio.
 |