**Kindergarten Year-at-a-Glance**

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| *In addition to the specific standards listed for each unit, the CCSS listed to the right will be integrated throughout all units and assessed on the interim assessments. Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear on any subsequent assessment.*  *RL.K.1* |

Number of Weeks per unit will be at Teacher discretion.

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| **Instructional dates** | **Unit Title** | **Approx. # of Days** | **Unit Description** | **RL** | **RI** | **W** | **SL** | **RF** | **L** |
| Tri. 1  (8/13/15) | **Smart Start** | **Complete Smart Start, Families, Friends, and Transportation by 11/6/15**  **Assess, review, reteach, report cards - 11/13/15** | **Students will develop a concept of a class as a family learning together including basic rules of behavior, classroom routines, student habits, listening and following simple directions. , Baseline assessments will be given during this unit.** | **RL.K.10** | **RI.K.1**  **RI.K.3**  **RI.K.4**  **RI.K.7**  **RI.K.10** | **W.K.8** | **SL.K.1**  **SL.K.2**  **SL.K.5**  **SL.K.6** | **RF.K.1**  **RF.K.1.b**  **RFK 1d**  **RF.K.2**  **RFK. 2b**  **RF.K.2c**  **RF.K.3**  **RFK 3c**  **RFK 3d**  **RFK4** | **L.K.1**  **L.K.1.a**  **LK1c,d,e**  **L.K.2**  **LK2a,b,c**  **L.K.4**  **L.K.5**  **LK5a**  **LK5**  **LK.5.c**  **L.K.6** |
| Tri. 1 | **1. Families** |  | **Students will reflect on who is in a family. Through the study of realistic fiction, fables and nonfiction literature, students will describe how a family is same and different. Who is part of your family and identify characteristics about families.** | **RL.K.1 RL.K.7 RL.K.10** | **RI.K.1 RI.K.3 RI.K.10** | **W.K.3**  **W.K.5**  **W.K.8** | **SL.K.1**  **SL.K.1.a**  **SL.K.4**  **SL.K.5**  **SL.K.6** | **RF.K.1**  **RFK 1a**  **RFK 1c,d**  **RF.K.2**  **RFK.2b,c**  **RF.K.3**  **RFK3c,d** | **L.K.1**  **L.K.1.a-f**  **L.K.2**  **LK2a**  **LK2b**  **LK2c**  **L.K.6** |
| Tri. 1 | **2. Friends** |  | ***Students will reflect on and talk about friends*. Through the study of literature, students will identify and describe basic story elements, practice visualizing a story’s setting and characters based on details in the text, retell stories, and begin to make text to text connections. Students will write opinion pieces linked to the unit theme.Students will write personal narratives linked to the unit theme.** | **RL.K.1**  **RL.K.2**  **RL.K.3**  **RL.K.4**  **RL.K.5**  **RL.K.6**  **RL.K.7**  **RL.K.10**  **RL.K.10a**  **RL.K.10 b** | **RI.K.1**  **RI.W.K.1K.2**  **RI.K.3**  **RI.K.5**  **RI.K.6**  **RI.K.7**  **RI.K.8**  **RI.K.9**  **RI.K.10**  **RI.K.10a**  **RI.K.10b** | W.K. 5  **W.K.8** | **SL.K.1**  **SL.K.2**  **SL.K.3**  **SL.K.4**  **SL.K.6** | **RFK 1**  **RFK1a**  **RFk1c,d**  **RF.K.2**  **RFK.2b,c**  **RF.K.3**  **RFK3a-d**  **RFK4** | **L.K.1**  **L.K.1.a**  **L.K.2**  **LK2a**  **Lk2b**  **LK2c**  **LK 2d**  **L.K.5**  **LK5a**  **LK5b** |
| **Instructional dates** | **Unit Title** | **Approx# of Days** | **Unit Description** | **RL** | **RI** | **W** | **SL** | **RF** | **L** |
| Tri. 1  (11/6/15) | **3. Transportation** |  | **Students will learn about a variety of transportation modes. They will examine and compare how transportation is used to travel near and far. Students will write opinion pieces linked to the unit theme.** | **RL.K.1**  **RL.K.10** | **RI.K.1**  **RI.K.10** | W.K.5  **W.K.8** | **SL.K.1**  **SL.K.6** | **RF.K.1**  **RFK1d**  **RF.K.2**  **RFK.2b**  **RFK3c,d**  **RFK4** | **L.K.1**  **L.K.2**  **LK2c,d**  **L.K.5**  **LK5a,b**  **L.K.6** |
|  | **TRIMESTER 1**  **Assessments** |  | **Complete Smart Start, Families, Friends, and Transportation by 11/6/15**  **Assess, review, reteach, report cards - 11/13/15** |  |  | **Writing – Trimester 1 – Personal Narrative**  Follow words from left to right, top to bottom, and page by page (RF.K.1a)  Understand that words are separated by spaces in print. (RF.K.1c)    Writing Prompt  - Think of your favorite friend. Tell who your friend is.  Write about what you and your friend like to do together. Illustrate or draw your story. |  |  |  |
| Tri. 2 (11/9/15) | **4. Food** | **Complete Food, Animals, Neighborhood by 2/26/16**  **Assess, review, reteach, report cards - 3/4/16** | **Students will use collaboration, reading, writing, and drawing to communicate concepts related to food. Students will compare and analyze multiple texts to identify similarities and differences as it applies to how food is used in our lives Students will write opinion pieces linked to the unit theme.** | **RL.K.1**  **RL.K.5**  **RL.K.10** | **RI.K.1**  **RI.K.5**  **RI.K.6**  **RI.K.10** | **W.K.1**  **W.K.5** | **SL.K.1**  **SL.K.2**  **SL.K.4**  **SL.K.5**  **SL.K.6** | **RF.K.1**  **RFK 1d**  **RF.K 2a**  **RF.K.2**  **RFK2b**  **RF.K.3**  **RFK3c**  **RFK3d** | **L.K.1**  **L.K.2**  **LK2c**  **LK2d**  **L.K.4**  **LK4a**  **LK4b**  **L.K.5**  **LK5a,b**  **L.K.6** |
| Tri. 2 | **5. Animals** |  | **Students will define, explore, and understand the differences between domesticated and wild animals including characteristics, traits and habitats. Students will use a range of language, literature, and experiences to listen, read, comprehend and analyze new stories and information. Students will participate in shared research and write informative reports linked to the unit theme.** | **RL.K.1**  **RL.K.10** | **RI.K.1**  **RI.K.4**  **RI.K.10**  **RI.K.10a**  **RIK.K10b** | W.K.1  W.K.5  **WK.6** | **SL.K.1**  **SL.K.6** | **RF.K.1**  **RFK 1d**  **RF.K.2**  **RFK2a**  **RFK 2b**  **RF.K.2.d**  **RF.K.2.f**  **RFKk3c**  **RFK3d**  **RFK.4** | **L.K.1**  **LK1c,d,e**  **L.K.2**  **LK2c,d**  **L.K.4**  **LK4a,b**  **L.K.5**  **LK5a,b**  **LK5d**  **L.K.6** |
| Tri. 2  (2/26/16) | **6. Neighborhood** |  | **Students will learn that community workers and teamwork are important aspects of any working neighborhood and community. Through read alouds and decodable text, students will learn where people live also affects where they work, play, and reside within that community.** | **RL.K.9** | **RI.K.1** | **W.K.1**  **W.K.5** | **SL.K.1**  **SL.K.4** | **RFK 1d**  **RFK2**  **RFK.2b**  **RFK 2d**  **RF.K.3**  **RFK3c**  **RFK3d** | **L.K.1**  **L.K.2**  **LK2c,d**  **L.K.4**  **LK4a,b**  **L.K.5**  **LK5a,b**  **LK5d**  **L.K.6** |
| **Instructional dates** | **Unit Title** | **Approx# of Days** | **Unit Description** | **RL** | **RI** | **W** | **SL** | **RF** | **L** |
|  | **TRIMESTER 2**  **Assessments** |  | **Complete Food, Animals, Neighborhood by 2/26/16**  **Assess, review, reteach, report cards - 3/4/16** |  |  | **Writing – Trimester 2 – Opinion**  Follow words from left to right, top to bottom, and page by page (RF.K.1a)  Understand that words are separated by spaces in print. (RF.K.1c)    Writing Prompt  - Think of your favorite animal. Explain why this animal is your favorite animal. What makes it a favorite for you?  Write about your favorite animal. Illustrate or draw your story. |  |  |  |
| Tri. 3  (2/29/16) | **7. Weather** |  | **Students will learn about weather and its effects. Students will learn about seasons. Students will become more familiar with informational texts and how to determine the main ideas and key details.** | **RL.K.1**  **RL.K.3**  **RL.K.4**  **RL.K.5**  **RL.K.6**  **RL.K.7**  **RL.K.10** | **RI.K.1**  **RI.K.2**  **RI.K.4**  **RI.K.5**  **RI.K.6**  **RI.K.7**  **RI.K.10** | **W.K.2**  **W.K.5**  **W.K.6**  **W.K.7**  **W.K.8** | **SL.K.1**  **SL.K.2**  **SLK.2a**  **SL.K.4**  **SL.K.6** | **RFK 1d**  **RF.K.2**  **RFK2b**  **RFK.2d,e**  **RF.K.3**  **RFK3a**  **RFK3c,d**  **RFK 4** | **L.K.1**  **L.K.2**  **LK2c,d**  **L.K.4**  **LK4 a,b**  **L.K.5**  **LK5a,b**  **LK5d**  **L.K.6** |
| Tri. 3 | **8. Plants** |  | **Students will identify, observe, and record attributes and characteristics of plants. Through a variety of literature and informational text, students will learn the life cycle of plants, seed dispersal, how plants grow and how we use plants.** | **RL.K.1** | **RI.K.1** | W.K.2  W.K.5  W.K.7 | **SLK1b** | **RF.K.1**  **RFK1d**  **RFK2**  **RFK.2b**  **RFK2e**  **RFK3c**  **RFK 3d** | **LK1c,d,e**  **LK2c**  **LK2d**  **L.K.4**  **LK4a**  **LK4b** |
| Tri. 3  (5/26/16) | **9. Amazing Creatures** |  | **Students will explore, discover and understand the characteristics and habitats of insects, sea life, and dinosaurs. Through a variety of literature and informational text, students will examine through observation, analysis, written reflections and collaborative conversations the characteristics and features of three types of amazing creatures.** | **RL.K.10** | **RI.K.10**  **RI.K.10a**  **RI.K.10b** | **W.K.5**  **W.K.7** | **SL.K.1**  **SL.K.2** | **RF.K.1**  **RFK1d**  **RF.K.2**  **RFK2b**  **RFK 2e**  **RFK3c**  **RFK 3d**  **RFK4** | **LK2c**  **LK2d**  **L.K.4**  **LK4a**  **LK4b** |
|  | **TRIMESTER 3**  **Assessments** |  | **Complete Weather, Plants, Amazing Creatures by 5/26/16**  **Assess, review, reteach, report cards - 5/26/16 Year Ends May 26** |  |  | **Writing – Trimester 3 – Informative**  Follow words from left to right, top to bottom, and page by page (RF.K.1a)  Understand that words are separated by spaces in print. (RF.K.1c)    Writing Prompt  - Think about a plant or Insect. Tell what you know about this plant or insect. Report all of the important information about it.  Write about your plant or insect. Illustrate or draw your story. |  |  |  |

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| All reading foundational skills have been introduced. Continue to reinforce daily through direct instruction and differentiated activities according to individual student needs. |