

Kindergarten Grade Curriculum Map Points to Remember

Subject	1st Nine-Weeks	2 nd Nine-Weeks	3 rd Nine-Weeks	4 th Nine-Weeks
Social Studies	No changes	No changes	No changes	No changes
ELA Reading	<ul style="list-style-type: none"> - The inquiry-based standards will not be included on the report card. They will be incorporated in the ELA standards throughout the year. - The two main headings under ELA reading RL (Reading Literature) and RI (Reading Informational) - The writing 			

	<p>K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns. This is a new algebraic thinking and operations standard.</p>		<p>K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs. This is a new measurement standard.</p>
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The mathematical process standards will not be included on the report card. They will be incorporated in the math standards throughout the year.

DRAFT Kindergarten Curriculum Map 2015-2016

	Dates	1st Nine Weeks August 18-October 16	2nd Nine Weeks October 19- December 18	3rd Nine Weeks January 5- March 11	4th Nine Weeks March 15- June 2
Big Ideas		All About Me	My Family - My School	My Community - My Country	
Social Studies		Rules and Authority	Families Past and Present	Goods and Services	
	Standards	2.1, 2.2, 2.3	4.1, 4.2, 1.1, 1.2, 1.3, 1.4	2.4, 3.1, 3.2, 3.3, 4.3, 4.4,	
ELA	ELA Reading	Literature		Informational	
		Fiction	Realistic Fiction and Poetry	How to Books, Biography, and Research	
	Standards	RL 6.1, RL 8.1a-c, RL 13.1, RL 13.3, C 1.1, C 1.3, C 4.1	RL 1.1, RL 1.2, RL 1.3, RL 1.4, RL 3.3, RL 4.1, RL 5.1, RL 5.2, RL 7.1, RL 10.6, RL 11.1, RL 12.1, RI 1.1, RI 1.2, RI 1.3, RI 1.4, RI 3.3, RI 4.1, RI 7.1, RI 9.5, C 1.2, C 1.4, C1.5, C3.2, C 4.3, C 5.1, C 5.2	RL 2.1, RL 2.2, RL 2.3, RL 2.4, RL 2.5, RL 4.1, RL 4.3, RL 7.2, RL 10.1, 10.4, RL 11.2, RL 12.2, RI 2.1, RI 2.2, RI 2.3, RI 2.4, RI 2.5, RI 4.1, 4.3, RI 5.1, RI 5.2, RI 6.1, RI 8.1, RI 9.1, RI 10.1, RI 11.1, RI 12.1, RI 12.2, RI 12.3, C 3.1	RL 3.1, RL 3.2, RL 3.4, RL 3.5, RL 3.6, RL 4.2, RL 8.1d, RL 8.1e, RL 9.1, RL 9.2, RL 10.2, RL 10.3, RL 10.5, RL 13.2, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.6, RI 4.2, RI, 8.2, RI 9.2, RI 9.3, RI 9.4 RI 11.2, C 2.1, C 2.2, C 4.2,
	ELA Writing: Lucy Calkins Units of Study	Narrative		Opinion	Informational
		Launching the Writing Workshop/Personal Narrative	Writing For Readers/Author's Craft	Persuasive: Using Words to Make a Change	Functional Writing: How To Books
	Standards		W 3.1, W 3.2, W 6.3, W 6.4	W 1.1, W 1.2, W 4.5, W 4.7, W 5.1, W 5.2, W 5.3, W 5.4, W 5.5	W 2.1, W 2.2, W 4.1, W 4.2, W 4.3, W 4.4, W 4.6, W 4.8, W 6.1, W 6.2
Lucy Calkins: If Then Curriculum	Storytelling	Pattern Books, Song, and Poetry	All About Books, Writing Like a Scientist	Independent Writing Projects (If time allows)	
Inquiry-Based Literacy Standards 1-5					
Science	Big Ideas	Observing the World Through Senses	Properties of Objects and Materials	Weather Patterns	Exploring Organisms and the Environment
	Standards	K.L.2A.4	K.P.4A.1, K.P.4A.2, K.P.4A.3	K.E.3A.1, K.E.3A.2, K.E.3A.4	K.L.2A.1, K.L.2A.2, K.L.2A.3, K.L.2A.5, K.L.2A.6, K.E.3A.3
Math	Standards	NS.9, ATO.6, G.2, G.3, G.4, G.5	NS.4, NS.4.a, NS.4.b, NS.4.c, NS.5, NS.7, ATO.1	NS.1, NS.3, NS.6, NS.8, ATO.2, ATO.4, MDA.1, MDA.2	NS.2, ATO.3, ATO.5, NSBT.1, MDA.3, MDA.4, G.1
		South Carolina College and Career Ready Mathematical Process Standards 1-7			
		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks

Kindergarten Standards by Quarter, 2015-2016

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR Indicators	Parent Friendly Standards
ELA							
I can read a variety of fiction books on a Kindergarten level.	K-RL.4.2				X	Read emergent texts orally with accuracy, appropriate rate, and expression.	Read grade level fiction texts independently.
	K-RL.5.1		X			With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	Ask and answer questions after listening to stories.
	K-RL.5.2		X			With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Ask and answer questions to make predictions about stories.
	K-RL.6.1	X				Describe the relationship between illustrations and the text.	Use the illustrations to help me tell the story.
	K-RL.7.1		X			With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	Retell a story.
	K-RL.7.2			X		Read or listen closely to compare familiar texts.	Compare familiar texts.
	K-RL.8.1a	X				With guidance and support, read or listen closely to describe characters and their actions.	Describe characters in a book.
	K-RL.8.1b	X				With guidance and support, read or listen closely to compare characters' experiences to those of the reader.	Compare characters in a book.
	K-RL.8.1c	X				With guidance and support, read or listen closely to describe setting.	Describe the setting of the book.
	K-RL.8.1d				X	With guidance and support, read or listen closely to identify the problem and solution.	Identify the problem and solution in a story.
	K-RL.8.1e				X	With guidance and support, read or listen closely to identify the cause of an event.	Identify the cause of an event in a story.
	K-RL.9.2				X	With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Identify how an author's words and illustrations affect our emotions.
	K-RL.10.1			X		With guidance and support, ask and answer questions about known and unknown words.	Ask and answer questions about new words in a story.
	K-RL.11.1		X			Identify the author and illustrator and define the role of each.	Tell who the author and illustrator are and what they do.
K-RL.11.2			X		Identify who is telling the story, the narrator or characters.	Identify who is telling the story, the narrator or characters.	

Kindergarten Standards by Quarter, 2015-2016

K-RI.12.1	X	Engage in whole and small group reading with purpose and understanding.	Engage in class nonfiction reading activities.
K-RI.12.2	X	Read independently for sustained periods of time.	Read nonfiction texts independently for an extended period of time.
K-RI.12.3	X	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to nonfiction texts.
K-RL.1.1, K-RI.1.1	X	Follow words from left to right, top to bottom, and front to back.	Follow words from left to right, top to bottom, and page by page.
K-RL.1.2, K-RI.1.2	X	Recognize that spoken words are represented in written language by specific sequences of letters.	Understand that letters go together to make words.
K-RL.1.3, K-RI.1.3	X	Understand that words are separated by spaces in print.	Understand that there are spaces between words.
K-RL.1.4, K-RI.1.4	X	Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and name all upper- and lower case letters.
K-RI.8.2	X	With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship.	

Kindergarten Standards by Quarter, 2015-2016

K-RL.3.3, K-RI.3.3	X		Read regularly spelled one-syllable words.	Read one-syllable words.
K-RL.3.4, K-RI.3.4		X	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	Tell the difference between similarly spelled words based on their letter sounds.
K-RL.3.5, K-RI.3.5		X	Read common high-frequency words.	Read common high-frequency words.
K-RL.4.1, K-RI.4.1	X	X	Read emergent-reader texts with purpose and understanding.	Read grade level texts with purpose and understanding.
K-RL.9.1		X	With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	Tell when the author uses rhyme, onomatopoeia, and alliteration.
K-W.1.1		X	Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	Write, draw, and tell my opinion.
K-W.1.2		X	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit opinion writing with guidance and support.
K-W.2.1		X	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	Write, draw, and tell to teach about a topic.
K-W.2.2		X	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit information writing with guidance and support.
K-W.3.1		X	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the	

Kindergarten Standards by Quarter, 2015-2016

I can use the conventions of standard English grammar and usage.	K-W.4.4		X	With guidance and support, use verbs.	Use verbs in writing.
	K-W.4.5	X		With guidance and support, use adjectives.	Use adjectives in writing.
	K-W.4.6		X	With guidance and support, use prepositional phrases.	Use common prepositions in writing.
	K-W.4.7	X		With guidance and support, use conjunctions.	Use conjunctions in writing.
	K-W.4.8		X	Produce and expand complete sentences.	Make complete sentences in writing.
	K-W.5.1	X		Capitalize the first word in a sentence and the pronoun /.	Capitalize the first word in a sentence and the word /.
	K-W.5.2	X		Recognize and name end punctuation.	Recognize and name end punctuation.
	K-W.5.3	X		Write letter(s) for familiar consonant and vowel sounds.	Write a letter or letters for most consonant sounds and most short vowel sounds.
	K-W.5.4	X		Spell simple words phonetically.	Use what I know about phonics to write words.
	K-W.6.2		X	Print upper- and lowercase letters.	Print many upper- and lowercase letters.
	K-RL.3.6, K-RI.3.6		X	Recognize grade-appropriate irregularly spelled words.	Read grade level high frequency words.
	K-RL.4.3, K-RI.4.3	X		Use pictures cues to confirm or self-correct word recognition and understanding.	Use pictures to self-correct in reading.
	K-RL.10.2, K-RI.9.2		X	With guidance and support, identify new meanings for familiar words and apply them accurately.	Tell the meaning of unknown and multiple meaning Kindergarten words.
	K-RL.10.3, K-RI.9.3		X	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	Use common beginnings and endings to help me determine what a word means.
	K-RL.10.4	X		With guidance and support, identify the individual words used to form a compound word.	Identify the two words used to make a compound word.
	K-RL.10.5		X	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	Understand that words have different meanings in texts.
	K-RI.9.4		X	With guidance and support, use print and multimedia resources to explore word relationships and meanings.	Understand that words have different meanings in texts.
	K-RL.10.6, K-RI.9.5	X		With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Use strategies to figure out unknown words and phrases.
	K-RI.8.1		X	With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	Use words, phrases, and pictures to provide information in nonfiction texts.

Inquiry-Based Literacy Standards 1-5

These standards, like Math Process Standards, are mainly ELA standards but can be embedded in all subject areas. Therefore, they will not be taught in isolation nor

Kindergarten Standards by Quarter, 2015-2016

Math

K.NS.1

X

Kindergarten Standards by Quarter, 2015-2016

I can show that numbers 11-19 are a group of ten and extra ones.	K.ATO.2	X	Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	Solve addition and subtraction word problems within 10.
	K.ATO.3	X	Compose and decompose numbers up to 10 using objects, drawings, and equations.	Take apart numbers less than or equal to 10 and show my work.
	K.ATO.4	X	Create a sum of 10 using objects and drawings when given one of two addends 1-9.	Find the number that is added to 1 through 9 to make 10. Use objects or drawings to show my answer.
	K.ATO.5	X	Add and subtract fluently within 5.	Add and subtract within 5.
	K.ATO.6	X	Describe simple repeating patterns using AB, AAB, ABB, ABC type patterns	Describe simple repeating patterns.
	K.NSBT.1	X	Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.	Put together and take apart numbers from 11-19 by naming and writing equations by using tens and ones.
	K.MDA.1			

Kindergarten Standards by Quarter, 2015-2016

I can create a shape and put two or more shapes together to make a new shape.	K.G.4	X	Analyze and compare two-and three-dimensional shapes of different sizes and orientations using informal language.	Tell about and compare 2D and 3D shapes and different sizes and orientations.
	K.G.5		Draw two-dimensional shapes (i.e. square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e. cone, cube, cylinder, and sphere).	Draw and make shapes using materials like sticks and clay.
Social Studies				
	SS.K2.1	X	Explain the purpose of rules and laws and the consequences of breaking them.	Tell why we have rules and what happens if I break them.
	SS.K2.2	X	Summarize the roles of authority figures in a child's life, including those of parents and teachers. Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.	Explain what grown-ups do to help me. Tell who is in charge in my school and community and how they keep me safe (crossguards/safety patrol, bus drivers, firefighters, police officers).
	SS.K2.3	X	Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.	Explain why I have to follow rules, obey those in charge, and how to be a good citizen by showing honesty, responsibility, respect, fairness, and patriotism.
	SS.K2.4		X	
	SS.K4.1	X	Compare the daily lives of children and their families in the past and in the present.	Tell the difference between how kids lived long ago and today.

Kindergarten Standards by Quarter, 2015-2016

K.E.3A.1