

Kindergarten

Vertical Alignment Curriculum Document

English Language Arts	
LTTG: Students will be able to independently use strategies and draw meaning from various sources to acquire knowledge and communicate it effectively in real-world situations. (Ex. Discuss, debate, compose, produce, support with credible evidence, interview, critique, paraphrase, and summarize.)	
Big Idea	Learning to Read
Enduring Understandings	<p>The student will understand:</p> <p>Letters and sounds go together to make words.</p> <p>Phonemic awareness is necessary for reading. (rhyming words, sight words, sound substitutions, word parts, syllabication, and print awareness.)</p>
Essential Questions	<p>Why is reading important?</p> <p>How can I use what I know about letters and words to help me read?</p> <p>How can I construct new words with different vowel sounds?</p> <p>Name the letter sounds.</p> <p>How can I apply what I have learned to decide if a pair of words rhyme?</p>
Power Standards	<p><u>ELACCKRF1:</u> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><u>ELACCKRF2:</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><u>ELACCKRF3:</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

Big Idea	Reading for Understanding
Enduring Understandings	<p>The student will understand:</p> <p>We get information from the pictures and words in a story.</p> <p>The different elements that stories contain and their impact on the importance to a story.</p> <p>Students will know the parts of a book and the jobs of the author and illustrator.</p>
Essential Questions	<p>How do the pictures and words help me read?</p> <p>How can I connect the pictures to the words that I read?</p> <p>How can I draw conclusions about unknown words in the story by using picture clues?</p> <p>Compare characters in the story to characters in a previously read story.</p>
Power Standards	<p><u>ELACCKRL1:</u> With prompting and support, ask and answer questions about key details in a text.</p> <p><u>ELACCKRL2:</u> With prompting and support, retell familiar stories, including key details.</p> <p><u>ELACCKRL3:</u> With prompting and support, identify characters, settings, and major events in a story.</p> <p><u>ELACCKRL4:</u> Ask and answer questions about unknown words in a text.</p> <p><u>ELACCKRL5:</u> Recognize common types of texts (e.g., storybooks, poems).</p> <p><u>ELACCKRL6:</u> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><u>ELACCKRL7:</u> 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).</p> <p><u>ELACCKRI4:</u> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><u>ELACCKRI5:</u> Identify the front cover, back cover, and title page of a book.</p> <p><u>ELACCKRI6:</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

Big Idea	Reading for Understanding
Enduring Understandings	<p>The student will understand:</p> <p>Good readers use strategies to help them understand what they read.</p>
Essential Questions	<p>What strategies can I use to help me understand what I read?</p> <p>What strategies can I apply if I do not know a word?</p>
Power Standards	<p><u>ELACCKRL and I 10:</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>ELACCKRI1:</u> With prompting and support, ask and answer questions about key details in a text.</p> <p><u>ELACCKRF4:</u> Read emergent-readers texts with purpose and understanding.</p>

Big Idea	Learning to Write
Enduring Understandings	<p>The student will understand:</p> <p>Letters and sounds go together to make words.</p> <p>Words go together to make sentences.</p> <p>Illustrations and words should connect.</p> <p>Capital letters and punctuation are necessary in good sentences.</p>
Essential Questions	<p>What role does writing play in our lives?</p> <p>What makes a great story?</p> <p>How do we develop into great writers?</p> <p>How can you illustrate your writing?</p> <p>Can you assess and revise your work?</p>
Power Standards	<p><u>ELACCKW3</u>: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Write at least one good sentence.</p> <p><u>ELACCKSL5</u>: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>ELACCKL1</u>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p><u>ELACCKL2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

Big Idea	Learning to Communicate
Enduring Understandings	<p>The student will understand:</p> <p>Speaking and listening are essential in good communication.</p>
Essential Questions	<p>Why should we speak in sentences?</p> <p>Elaborate your conversations.</p>
Power Standards	<p><u>ELACCKSL2</u>: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><u>ELACCKSL4</u>: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>ELACCKSL6</u>: Speak audibly and express thoughts, feelings, and ideas clearly.</p>

	<p><u>ELACCKL1</u>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. print many upper and lower case letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
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Big Idea	Communication requires collaboration and discussion.
Enduring Understandings	<p>The student will understand:</p> <p>Asking and answering questions are essential for communication.</p> <p>There is a difference between questions and statements.</p>
Essential Questions	<p>List and use some question words.</p> <p>Create an interview/answer session.</p> <p>How can the knowledge of language help us to communicate and understand?</p>
Power Standards	<u>ELACCKSL3</u> : Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Math

LTTG: Independently apply a deep understanding of number sense and mathematical concepts and skills to solve varied real-life problems. Demonstrate perseverance to find and justify reasonable solutions.

Big Idea	Representing in Base Ten
Enduring Understandings	The student will understand: Quantities can be counted and represented in various ways.
Essential Questions	Why can a number be represented in various ways? How can numbers to 20 be counted, read, and written? How can numbers to 100 be counted using a hundreds chart? What are the different ways to make a number? How can you add one ten and some ones to make the number _____? How can we break the numbers 11-19 into parts?
Power Standards	<p><u>CCGPS.K.CC.1:</u> Count to 100 by ones and by tens.</p> <p><u>CCGPS.K.CC.2:</u> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><u>CCGPS.K.CC.3:</u> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><u>CCGPS.K.CC.5:</u> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><u>CCGPS.K.CC.6:</u> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><u>CCGPS.K.NBT.1:</u> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>

Big Idea	Concrete or real world situations can be represented by numbers, models, and equations and solved using operations.
Enduring Understandings	The student will understand: Using properties and models helps us understand the relationship between numbers and helps us solve problems.
Essential Questions	Why is it important to use different ways to solve a problem? Why is _____ the best answer? What conclusions can you draw? What would happen if you two more instead of one more? How can you prove your answer? Does the order of addends change the sum?

	<p>How can I find the total when I put two numbers together?</p> <p>How can I find what is left over when I take one quantity away from another?</p> <p>How can I solve problems using objects, pictures, words, and numbers?</p> <p>How can I use different combinations of numbers to represent the same quantity?</p> <p>How can I use models to represent addition? Subtraction?</p> <p>What happens when I decompose a quantity?</p> <p>What happens when I put two quantities together?</p> <p>What happens when sets are joined or separated?</p> <p>What happens when some objects are taken away from a set of objects?</p>
Power Standards	<p><u>CCGPS.K.CC.1</u>: Count to 100 by ones and by tens.</p> <p><u>CCGPS.K.CC.4</u>: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><u>CCGPS.K.OA.1</u>: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><u>CCGPS.K.OA.2</u>: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><u>CCGPS.K.OA.3</u>: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p><u>CCGPS.K.OA.5</u>: Fluently add and subtract within 5.</p> <p><u>CCGPS.K.MD.2</u>: Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>

Big Idea	Patterns can be used to recognize relationships and shapes.
Enduring Understandings	<p>The student will understand:</p> <p>Number patterns can be used to count sets, count coins, tell time, and measure.</p> <p>Shapes have different attributes.</p>
Essential Questions	<p>How can number patterns help us understand numerical relationships?</p> <p>Why is it important that I can build the number combinations for the number 5? 10?</p> <p>What conclusion could be drawn if...?</p>

	<p>Can you identify 2 and 3D shapes? How can you compare 2 and 3D shapes? How can we organize shapes into categories? How can you recognize a shape by its attributes? How can you prove a shape is a _____?</p>
Power Standards	<p><u>CCGPS.K.G.2:</u> Correctly name shapes regardless of their orientations or overall size.</p> <p><u>CCGPS.K.G.4:</u> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>

Science

LTTG: Students will be able to independently observe and question their surroundings as well as creatively and effectively solve problems by being persistent, communicating, and evaluating their results as well as those of other scientists.

Big Idea	Our world is made of living and nonliving things.
Enduring Understandings	The student will understand: There is a difference between day and night sky.
Essential Questions	Compare day and night sky. Create and illustrate a picture of day and night sky. Predict what would happen if the sun didn't exist anymore. What are some things you see in the sky? How does the sky change during the day?
Power Standards	<u>GSE SKE1</u> Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (such as sun, moon, and stars) in the day and night sky. a. Ask questions to classify objects according to those seen in the day sky, night sky, and both. b. Develop a model to communicate with pictures and words the changes that occur in the sky during the day, as day turns to nights, and as night turns to day.

Big Idea	Our world is made of living and nonliving things.
Enduring Understandings	The student will understand: Rocks and soils can be sorted and classified to help us better study and learn about the Earth. The Earth is made of different kinds of rocks and soils.
Essential Questions	What things are made from rocks? What would happen if _____? How are rocks made? How can I tell the difference between rocks and other objects? Describe different types of rocks and soils.
Power Standards	<u>GSE SKE2</u> Obtain, evaluate, and communicate information to describe the physical attributes of rocks, soils, water and air. a. Ask questions to identify and describe earth materials—soil, rocks, water, and air. b. Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color) c. Use tools to observe and record physical attributes of soil such as texture and color.

Big Idea	Our world is made of living and nonliving things.
Enduring Understandings	The student will understand: Living and nonliving things can be sorted and classified to help us better study and learn about the Earth. Plants and animals are living things. Living things grow, move, eat, and breathe.
Essential Questions	Investigate _____ to see if it is living or nonliving. Compare living and nonliving things. How are they alike? How are they different? Compare animals. How are they alike? How are they different? How can you prove something is living or nonliving? Label or list the features of living things.
Power Standards	<u>GSE SKL1</u> Obtain, evaluate, and communicate information about how organisms (alive and not alive) and nonliving materials are grouped. a. Construct an explanation based on observations to recognize the difference between organisms and nonliving materials. b. Develop a model to represent how a set of organisms and nonliving materials are sorted into groups based on their attributes. <u>GSE SKL2</u> Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms. a. Construct an argument supported by evidence for how animals can be grouped according to their features. b. Construct an argument supported by evidence for how plants can be grouped according to their features. c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.

Big Idea	Science and Engineering Practices
Enduring Understandings	The student will understand: Scientists use their senses to investigate and to solve problems. There are rules to follow when conducting experiments to keep the scientist safe. Scientists use tools to solve problems.
Essential Questions	How do I obtain, evaluate and communicate information? How can I ask and define problems? How can I be a safe scientist? How can I use science to solve problems?
Power Standards	<u>*SE1</u> Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. <u>*SE2</u> Students will be familiar with the character of scientific knowledge and how it is achieved. <u>*SE3</u> . Students will understand important features of the process of scientific inquiry.

Social Studies

LTTG: Students will be able to independently use their learning to: analyze historical events to identify how they impact present and future events; participate effectively in a democratic society; develop an appreciation and understanding of cultural differences, including global awareness, identify their place in this world; and read and evaluate text in which they can apply knowledge to communicate a meaningful message.

Big Idea	Diversity
Enduring Understandings	<p>The student will understand:</p> <p>People in American have different customs and ways of celebrating holidays. Americans celebrate Labor Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, and President's Day.</p> <p>Americans celebrate holidays to remember important people and events of the past.</p>
Essential Questions	<p>What kinds of celebrations do Americans have?</p> <p>Why do Americans celebrate holidays?</p> <p>What customs do you and your family have?</p> <p>What is a custom?</p>
Power Standards	<p><u>GSE SSKH1</u> Identify national holidays and describe the people and/or events celebrated.</p> <ul style="list-style-type: none"> a. Labor Day b. Veterans Day c. Thanksgiving Day d. Christmas e. New Year's Day f. Martin Luther King, Jr. Day g. President's Day.

Big Idea	Diversity
Enduring Understandings	<p>The student will understand:</p> <p>Freedom is important to Americans.</p> <p>Americans have symbols that represent freedom.</p> <p>Americans have symbols to remember important people and events of the past.</p>
Essential Questions	<p>What is a symbol?</p> <p>What symbols represent America?</p> <p>Why are patriotic symbols important to Americans?</p>
Power Standards	<p><u>GSE SSKH2</u> Identify the following American symbols.</p> <ul style="list-style-type: none"> a. The Flag b. Pledge of Allegiance c. bald eagle d. Statue of Liberty e. Lincoln Memorial f. Washington Monument g. White House

Big Idea	Maps and globes are essential to explain the special organization of people, places, and environments.
Enduring Understandings	The student will understand: Maps and globes are used to provide distance and location. The earth is made of many different types of land and bodies of water.
Essential Questions	Why are maps and globes useful? When would you use a map? When would you use a globe? How are land and water represented on a map? Where is my place on the map? What are the physical characteristics of the Earth's surface? Distinguish between land and water on Earth. What does the Earth's surface look like?
Power Standards	<u>GSE SSKG2</u> Explain that a map is a drawing of a place and a globe is a model of the Earth. a. Differentiate land and water features on simple maps and globes. b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size. <u>GSE SSKG3</u> State the street address, city, county, state, and country in which the student lives.

Big Idea	People must make choices.
Enduring Understandings	The student will understand: People must make choices because they cannot have everything they want. We use money to purchase things we want and need. People make choices about what they want and what they need.
Essential Questions	How do we use money? Why can't people have everything they want? Describe the difference between a need and a want. Where do you get money?
Power Standards	<u>GSE SSKE2</u> Explain that people earn income by working. <u>GSE SSKE3</u> Explain how money is used to purchase goods and services. a. Distinguish goods from services b. Identify that U.S. coins and dollar bills (paper money) are used as currency. <u>GSE SSKE4</u> Explain that people must make choices between needs and wants.

Big Idea	People must make choices.
Enduring Understandings	The student will understand: Citizens have rights, duties, and responsibilities. People work to earn money to buy things they need and want. There are many different kinds of jobs. Some jobs provide goods. Some jobs provide services.

<p>Essential Questions</p>	<p>What kinds of jobs to citizens have? Why are rules and laws important? What is a citizen? What kind of job do you think you would like to have one day? Why is it important to have a job? Describe what a _____ does. How is a _____ different from a _____? In what ways are they the same?</p>
<p>Power Standards</p>	<p><u>SSKCG1</u> Demonstrate an understanding of good citizenship a.Explain how rules are made and why b.Explain why rules should be followed. <u>GSE SSKE1</u> Describe the work that people do such as police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc. <u>GSE SSKG3</u> State the city and county in which the student lives.</p>

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