

Kindergarten Curriculum Map

Knowledge Domain 1: Nursery Rhymes and Fables

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|--|----------------|--|--|--|---------|----------------------|----------|
| Unit Summary An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Identify rhyming words • Identify literary elements such as character, main events, and moral lessons. • Compare and contrast characters from different rhymes and fables • Sequence events in a rhyme or story • Retell a story by drawing and writing details about the characters and events • Domain Assessment | | | |
| Unit Length: 12 Days | | | | Anchor Text: <i>Nursery Rhymes and Fables</i> (Read-Aloud) Text Type: Literary Lexile: 760L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RF.K.2 RF.K.2a | W.K.3 W.K.8 | SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 | L.K.1 L.K.1f L.K.4 L.K.4a L.K.5 L.K.5c L.K.6 | RL.K.3 RL.K.5 RL.K.7 RL.K.9 RF.K.2a | | | |

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Knowledge Domain 2: The Five Senses

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|---|-------------------------|---|--|--|---------|----------------------|----------|
| Unit Summary Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Use graphic organizers to categorize and sort information about the senses • Create timelines recording important events in the lives of Helen Keller and Ray Charles • Write and draw information detailing each of the five senses • Doman Assessment | | | |
| Unit Length: 8 Days | | | | Big Ideas <ul style="list-style-type: none"> • Everything we know about the world comes through our five senses. • Each sense uses a unique body part to take in information. • Conducting observations and using language to describe those observations are key skills in the scientific process. | | | |
| Anchor Text: <i>The Five Senses</i> (Read-Aloud) Text Type: Informational Lexile: 990L | | | | | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 | W.K.1 W.K.2 W.K.3 | SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6 | L.K.1 L.K.1b L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.6 | RI.K.1 RI.K.2 RI.K.3 | W.K.2 | | |

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Knowledge Domain 3: Stories

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|--|----------------------------------|--|--|--|-------------------------|---------------------------------|-----------------|
| Unit Summary Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children's literature. | | | | Overall Learning Outcomes <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Sequence the beginning, middle and end of stories• Compare and contrast characters from different stories• Orally create and expand sentences• Describe characters, setting, and plot from different stories• Write and draw events and details to retell a story• Domain Assessment | | | |
| Unit Length: 10 Days | | | | Big Ideas <ul style="list-style-type: none">• Memorable characters in classic stories and trickster tales have delighted children for generations.• Students gain an appreciation for fiction from other cultures.• Students acquire and understanding of the elements of story including characters, plot, and setting.• Recurring themes appear in classic and popular children's literature. | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 | W.K.1 W.K.3 W.K.6 W.K.8 | SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.6 | L.K.1 L.K.1e L.K.1f L.K.4 L.K.4a L.K.4b L.K.5 L.K.5c L.K.6 | RL.K.3 RL.K.5 RL.K.9 | W.K.1 W.K.3 W.K.8 | | |

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Knowledge Domain 4: Plants

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|---|-------------------------|---|---|--|---------|----------------------|----------|
| Unit Summary Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> Demonstrate understanding of key vocabulary Compare and contrast characters plants and plant parts using a graphic organizer Orally describe plants, plant parts, and life cycles Describe characters, setting, and plot from different stories Write and draw information from the text Domain Assessment | | | |
| Unit Length: 11 Days | | | | Anchor Text: <i>Plants</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 930L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 | W.K.2 W.K.3 W.K.8 | SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6 | L.K.1 L.K.4 L.K.4a L.K.5c L.K.6 | RL.K.2 RI.K.2 RI.K.3 | W.K.2 | | L.K.4 |

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Knowledge Domain 5: Farms

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|---|----------------|---|--|---|---------|----------------------|----------|
| Unit Summary Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Choose the best word to describe what is happening in images • Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets • Sequence events in an informational and literary text • Write and draw information from the text about animals, farm jobs, and seasons. • Domain Assessment | | | |
| Unit Length: 9 Days | | | | Anchor Text: <i>Farms</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 930L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.10 | W.K.2 W.K.3 | SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.5 SL.K.6 | L.K.1 L.K.4 L.K.4a L.K.5 L.K.5c L.K.6 | RL.K.2 RI.K.2 | W.K.2 | SL.K.1 | |

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Knowledge Domain 6: Native Americans

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|---|----------------------------------|---|--|--|----------------------------------|----------------------|----------|
| Unit Summary Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Distinguish the meaning of the words <i>to</i> and <i>from</i> in context. • Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed • Compare and contrast three Native American tribes using a graphic organizer • Write and draw information from the text describe characteristics of different tribes and items used in Native American life • Domain Assessment | | | |
| Unit Length: 8 Days | | | | Anchor Text: <i>Native Americans</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 810L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.3 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10 | W.K.2 W.K.3 W.K.5 W.K.8 | SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 | L.K.1 L.K.1b L.K.1c L.K.1d L.K.1e L.K.4 L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6 | RI.K.9 | W.K.2 W.K.3 W.K.5 W.K.8 | SL.K.3 | |

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Knowledge Domain 7: Kings and Queens

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|--|----------------------------------|---|--|--|----------------|----------------------|----------|
| Unit Summary Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Distinguish the meaning of the words <i>to</i> and <i>from</i> in context. • Describe the characters, setting, and plot of a story • Sequence story events • Compare and contrast royal families with non-royal families using a graphic organizer • Draw and write events from stories • Domain Assessment | | | |
| Unit Length: 8 Days | | | | Anchor Text: <i>Kings and Queens</i> (Read-Aloud) Text Type: Literary/Informational Lexile: 870L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.10 RF.K.2 RF.K.2a | W.K.2 W.K.3 W.K.5 W.K.8 | SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6 | L.K.1 L.K.1c L.K.1f L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6 | RL.K.2 RL.K.3 RL.K.7 RI.K.3 | W.K.3 W.K.5 | | |

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Knowledge Domain 8: Seasons and Weather

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|---|---|--|--|---|----------------|----------------------|----------|
| Unit Summary An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> Demonstrate understanding of key vocabulary Orally describe details from informational and literary text Ask and answer questions using <i>who</i> Draw and sequence the seasons of the year Use information from the text to draw a picture explaining how to stay safe during a storm Record information in a weather diary and present a weather report Domain Assessment | | | |
| Unit Length: 8 Days | | | | Anchor Text: <i>Seasons and Weather</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 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.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10 | W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 | SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 SL.K.6 | L.K.1 L.K.1b L.K.1c L.K.1d L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.6 | | W.K.1 W.K.2 | SL.K.5 | |

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Knowledge Domain 9: Columbus and the Pilgrims

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|---|-------------------------|--|--|---|----------------|---------------------------------|-----------------|
| Unit Summary Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620. | | | | Overall Learning Outcomes <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Orally describe details from informational text• Use a graphic organizer to summarize text• Ask and answer questions using <i>what</i>• Identify and understand information on a timeline• Write a travel journal• Write short phrases and sentences and draw pictures based on details in the text• Domain Assessment | | | |
| Unit Length: 9 Days | | | | Big Ideas <ul style="list-style-type: none">• The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.• There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans. | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RI.K.1 RI.K.2 RI.K.3 RI.K.7 RI.K.8 RI.K.10 | W.K.2 W.K.3 W.K.8 | SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 | L.K.1 L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6 | RI.K.2 RI.K.3 | | SL.K.1 | |

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Knowledge Domain 10: Colonial Towns and Townspeople

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|--|----------------------------------|---|--|---|-------------------------|----------------------|----------|
| Unit Summary Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Orally describe details from informational text • Use a graphic organizer to organize and retell information • Ask and answer questions using <i>where</i> • Sequence events based on information in the text • Write short phrases and sentences and draw pictures based on details in the text • Domain Assessment | | | |
| Unit Length: 10 Days | | | | Anchor Text: <i>Colonial Towns and Townspeople</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 990L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10 | W.K.2 W.K.3 W.K.5 W.K.8 | SL.K.1 SL.K.1a SL.K.2 SL.K.4 SL.K.6 | L.K.1 L.K.1d L.K.4 L.K.5 L.K.5b L.K.5ci | RI.K.2 | W.K.2 W.K.3 W.K.8 | SL.K.4 | L.K.1d |

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Knowledge Domain 11: Taking Care of the Earth

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|--|--|---|--|---|----------------------------------|----------------------|----------|
| Unit Summary Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Orally describe details from informational text • Use a graphic organizer to organize and retell information • Sequence events based on information in the text • Write short phrases and sentences and draw pictures based on details in the text • Create a class book about solutions to environmental problems • Domain Assessment | | | |
| Unit Length: 10 Days | | | | Anchor Text: <i>Taking Care of the Earth</i> (Read-Aloud) Text Type: Informational Lexile: 920L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.10 | W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.8 | SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6 | L.K.1 L.K.1b L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6 | RI.K.1 RI.K.2 RI.K.3 | W.K.2 W.K.3 W.K.6 W.K.7 | | |

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Knowledge Domain 12: Presidents and American Symbols

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|---|---|--|--|--|-------------------------|---------------------------------|-----------------|
| Unit Summary As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections. | | | | Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Orally describe details from informational text • Use a graphic organizer to organize and retell information, including a timeline • Sequence events based on information in the text • Write short phrases and sentences and draw pictures based on details in the text • Domain Assessment | | | |
| Unit Length: 9 Days | | | | Anchor Text: <i>Presidents and American Symbols</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 890L | | | |
| Standards Instructed | | | | Standards Assessed | | | |
| Reading | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
| RL.K.2 RL.K.3 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10 | W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 | SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.6 | L.K.1 L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6 | RL.K.2 RI.K.2 RI.K.3 | W.K.1 W.K.2 W.K.3 | | |