

**NEW HAVEN ELEMENTARY SCHOOL
KINDERGARTEN LONG RANGE PLAN
2015-2016**

**First Six Weeks –What do good readers do?
August 17 – September 22**

ELA
(Reading,
Writing,
Language)

RL.K.1, RL.K.3, RL.K.5, 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.10, SL.K.1a, SL.K.1b, SL.K.2, SL.K.5, SL.K.6, RI.K.7, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.2, SL.K.6, L.K.1f, L.K.4, L.K.6 , RF.K.4

*Core
Standards*

Ongoing all year:

Students read closely to determine what the texts says explicitly and to make logical inferences from it; site specific textual evidence when writing or speaking to support conclusions drawn from the text. (Reading Anchor Standard 1)

Students will read and comprehend literary and information texts independently and proficiently. (throughout the year) (Reading Anchor Standard 10)

Understand spoken words, syllables, and sounds (RF.K.2)

Establish the norms of conversation (collaborative conversations and rules)(SL.K.1, SL.K.1a)

*Target
Concepts*

Identify common types of text (RL.K.5)

Ask and answer questions about unknown words (RI.K.4)

	<p>Recognize and produce rhyming words (RF.K.2a)</p> <p>Explore word relationships and nuances in word meanings(L.K.5)</p> <p>Sort objects in to categories(L.K.5a)</p>
<p><u>Math</u></p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K.MD.1, K.MD.2, K.G.1, K.G.2, K.G.2, K.G.4, K.G.5, K.G.6</p> <p>Geometry and attributes</p>
<p><u>Social Studies</u></p>	<p>N/A</p>
	<p>Second Six Weeks – How are the beginning, the middle, and the end of a story different from each other? Why are they different?</p> <p>September 25 – November 4</p>
<p><u>ELA</u> <u>(Reading, Writing, Language)</u></p>	<p>SL.K.1a, SL.K.1b, RI.K.2, RI.K.3,</p> <p>Ongoing all year:</p> <p>Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Reading Anchor Standard 2)</p> <p>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Reading Anchor Standard 3)</p>

<u>Science</u> Core Standards Target Concepts	K-PS3-1, K-PS3-2, K-ESS2-1, K-ESS2-1, K-ESS3-2 Effects of Sun’s energy
<u>Social</u> Studies	N/A
	<p style="text-align: center;">Third Six Weeks – Why is important for readers to compare and contrast the characteristics of various texts?</p> <p style="text-align: center;">November 9 – December 18</p>
<u>ELA</u> (Reading, Writing, Language) Core Standards Target Concepts	RL.K.3, RL.K.7, RL.K.1, RL.K.4, RL.K.9, RI.K.3, RI.K.2, L.K.1, L.K.1d Ongoing all year: Students will draw evidence from literary or informational text to support analysis, reflection, and research. (Writing Anchor Standard 9) Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Reading Anchor Standard 9) Students will read and comprehend literary and information texts independently and proficiently. (throughout the year) (Reading Anchor Standard 10) Identify characters, setting, and major events(R.L.K.3) Ask/answer questions about unknown words (R.L.K.4)

	<p>Compare and contrast adventures/experiences of characters(R.L.K.9)</p> <p>Identify the main topic and retell key details (RI.K.2)</p> <p>Draw, dictate, write informative/explanatory text: name what you are writing about and supply information (W.K.2)</p> <p>Command of grammar and usage (L.K.1)</p>
<p><u>Math</u> <i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K.MD.3, K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b,</p> <p>Counting and cardinality</p>
<p><u>Social Studies</u></p>	<p>N/A</p>
	<p>Fourth Six Weeks – How do good readers relate information in a text to distinguish cause and effect?</p> <p>How do good writer’s use information to answer questions?</p> <p>January 4 – February 12</p>
<p><u>ELA</u> <u>(Reading,</u></p>	<p>RI.K.1, L.K.1, L.K.1f, L.K.2, L.K.2d, L.K.6, SL.K.4</p>

<p><u>Writing, Language)</u></p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Ongoing all year:</p> <p>Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Reading Anchor Standard 9)</p> <p>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Writing Anchor Standard 7)</p> <p>Students will read and comprehend literary and information texts independently and proficiently. (throughout the year) (Reading Anchor Standard 10)</p> <p>Ask and answer questions about key detail (RI.K.1)</p> <p>Participate in shared research and writing projects(picking something and giving opinion) (W.K.7)</p> <p>Produce and expand complete sentences in shared language activities (L.K.1f)</p> <p>Demonstrate command of conventions(grammar and usage) when writing and speaking (L.K. 1)</p> <p>Demonstrate command of conventions (capitalization, punctuation, and spelling) when writing (L.K.2)</p> <p>Spell simple words phonetically (L.K.2d)</p> <p>Describe familiar people, places, thing, and events providing additional details with prompting and support (SL.K.4)</p>
<p><u>Math</u></p>	

<p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.NBT.1</p> <p>Counting and cardinality, counting operations and base 10</p>
<p><u>Science</u></p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K-LS1-1, K-ESS2-2, K-ESS3-1, K-2-ETS1-2</p> <p>Plants have needs</p>
<p><u>Social Studies</u></p>	<p>N/A</p>
	<p align="center">Fifth Six Weeks – How does an author’s purpose for writing change how we compare texts? February 16 – March 25</p>
<p><u>ELA</u> <u>(Reading, Writing, Language)</u></p> <p><i>Core Standards</i></p>	<p>RL.K.3, RL.K.6, RL.K.9, RI.K.9, RI.K3, RI.K.7, L.K.2, L.K.2d</p> <p>Ongoing all year:</p> <p>Students will assess how point of view or purpose shapes the content and style of a text. (Reading Anchor 6)</p>

<p><i>Target Concepts</i></p>	<p>Students will read and comprehend literary and information texts independently and proficiently. (Reading Anchor Standard 10)</p> <p>Identify characters, setting, and major events (RL.K.3)</p> <p>Compare and contrast adventure and experiences of characters (RL.K.9)</p> <p>Identify basic similarities and differences between two text (RI.K.9)</p> <p>Use digital tools to publish writing (collaborative) (W.K.6)</p> <p>Recall information from experiences or gather information to answer questions (W.K.8)</p> <p>Command of conventions: capitalization, punctuation, and spelling when writing (L.K.2)</p> <p>Spell simple words phonetically (L.K.2d)</p>
<p><u>Math</u></p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K.OA.3, K.OA.1, K.OA.2, K.OA.5, K.OA.4</p> <p>Operations and algebraic thinking</p>

<p><u>Science</u> <i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K-ESS2-2, K-ESS3-3, K-ESS3-1, K-2-ETS1-2</p> <p>Animals have needs, too</p>
<p><u>Social Studies</u></p>	<p>N/A</p>
	<p style="text-align: center;">Sixth Six Weeks – How do independent readers and writers use inferencing skills to draw meaning, purpose, and understanding to convey ideas?</p> <p style="text-align: center;">March 28 – May 19</p>
<p><u>ELA</u> <u>(Reading, Writing, Language)</u></p> <p><i>Core Standards</i></p>	<p>RF.K.4, RL.K.10, RI.K.9, RI.K.8, RF.K.4</p> <p>Ongoing all year:</p> <p>Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Reading Anchor Standard 4)</p> <p>Students will assess how point of view or purpose shapes the style of a text. (Reading Anchor Standard 6)</p> <p>Students will read and comprehend literary and information texts independently and proficiently.(throughout the year) (Reading Anchor Standard 10)</p>

<p><i>Target Concepts</i></p>	<p>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Writing Anchor Standard 4)</p> <p>Engage in group reading activities with purpose and understanding(RL.K.10)</p> <p>Identify basic similarities and differences between two text (RI.K.9)</p> <p>Identify reasons an author gives to support points in a text(RI.K.8)</p> <p>☐ Read emergent texts with purpose and understanding (RF.K.4)</p> <p>Explore digital tools to produce and publish writing (collaboration w/peers) (W.K.6)</p> <p>Determine or clarify the meaning of unknown or multiple meaning words/phrases (L.K.4)</p> <p>Use inflections and affixes as a clue to meaning on an unknown word (L.K.4b)</p>
<p><u>Math</u> <i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>K.OA.3, K.OA.1, K.OA.2, K.OA.5, K.OA.4</p> <p>Operations and algebraic thinking</p>

<u>Science</u> <i>Core Standards</i> <i>Target Concepts</i>	 K-PS3-1, K-PS3-2, K-ESS2-1, K-ESS3-2 Predictions in throughout nature
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Resources	ELA: <i>Scott Foresman Reading Street, Benchmark Literacy</i> Math: <i>Envision Math</i>
Assessments	ELA: Unit Assessments in <i>Scott Foresman Reading Street</i> and/or <i>Benchmark Literacy</i> , Fluency Checks, Dolch Sight Word Checks, Teacher Checklists, Rubrics, STAR Reading, nonsense word fluency, letter recognition Math: <i>Envision Math</i> Chapter Assessments, teacher made tests

*Plans are subject to change to best meet the needs of students, planning, events, and/or weather circumstances.