

BILOXI PUBLIC SCHOOL DISTRICT



Kinder English Language Arts

2023-2024

Finalized May 12, 2023

Term 1

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units.

Reading Literature (RL)

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.7 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).

Reading Informational Text (RI)

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing (W)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading Foundational Skills (RF)

RF.K.1 Demonstrate understanding of the organization and basic features of print.
RF.K.1a Follow words from left to right, top to bottom, and page by page. (*MKRA Count the number of words in a given sentence.*)
RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (*MKRA Distinguish letters from words. MKRA Distinguish letters from numbers.*)
RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. (*MKRA Distinguish between upper and lowercase letters.*)
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a Recognize and produce rhyming words. (*MKRA Identify and produce groups of words that begin with the same initial sound. (Alliteration)*)
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a Demonstrate basic knowledge of one-to-one sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant (m,p,t,s)
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (a,o)
RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my is, are, do, does).

Speaking and Listening (SL)

SL.K.1 Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1a Follow agreed-upon rules for discussion.

Language (L)

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a Print many upper- and lowercase letters.
L.K.1b Use frequently occurring nouns and verbs.
L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Term 2 (Page 1)

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units.

Reading Literature (RL)

- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4** Ask and answer questions about unknown words in a text.
- RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.10** Actively engage in group reading activities with purpose and understanding.

Continue to review and reinforce RL.K.1 and RL.K.7.

Reading Informational Text (RI)

- RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4** Ask and answer questions about unknown words in a text.
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.10** Actively engage in group reading activities with purpose and understanding.

Continue to review and reinforce RI.K.1, RI.K.6, and RI.K.7.

Writing (W)

- W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g...My favorite book is...).
- W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Continue to review and reinforce W.K.7 and W.K.8.

Reading Foundational Skills (RF)

- RF.K.1** Demonstrate understanding of the organization and basic features of print.
 - RF.K.1c** Understand that words are separated by spaces in print.
- RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - RF.K.2e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.K.3a** Demonstrate basic knowledge of one-to-one sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant (n,c,k,d,h,f) and blends (sl, sn, sp, st)
 - RF.K.3b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (i,e,o)
 - RF.K.3d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4 Read emergent reader text with purpose and understanding.

Continue to review and reinforce RF.K.1 a, b, d, RF.K.2 a, b, c, d, and RF.K.3 a, b, c.

Term 2 (Page 2)

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units.

Speaking and Listening (SL)

- SL.K.1** Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1b Continue a conversation through multiple exchanges.
- SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Continue to review and reinforce SL.K.1 a.**

Language (L)

- L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
L.K.1f Produce and expand complete sentences in shared language activities.
- L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a Capitalize the first word in a sentence and the pronoun I.
L.K.2b Recognize and name end punctuation.
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. (adjectives)
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (pronouns)
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Continue to review and reinforce L.K.1 a, b, d, L.K.2 c, and L.K.4 a.**

Term 3

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units.

Reading Literature (RL)

RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Continue to review and reinforce RL.K.1, RL.K.3, RL.K.4, RL.K.6, RL.K.7, and RL.K.10.

Reading Informational Text (RI)

RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.

Continue to review and reinforce RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, and RI.K.10.

Writing (W)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Continue to review and reinforce W.K.1, W.K.5, W.K.7, and W.K.8.

Reading Foundational Skills (RF)

Continue to review and reinforce RF.K.1 a, b, c, d, RF.K.2 a, b, c, d, e, RF.K.3 a, b, c, d, and RF.K.4.

Speaking and Listening (SL)

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Continue to review and reinforce SL.K.1 a, b, SL.K.2, SL.K.3, SL.K.4, and SL.K.5.

Language (L)

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

L.K.1c Form plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).

Continue to review and reinforce L.K.1 a, b, d, f, L.K.2 a, b, c, d, L.K.4 a, b, L.K.5 a, b, c, d, and L.K.6.

Term 4

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units.

Reading Literature (RL)

Continue to review and reinforce RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, and RL.K.10.

Reading Informational Text (RI)

Continue to review and reinforce 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, and RI.K.10.

Writing (W)

W.K.3 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.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Continue to review and reinforce W.K.1, W.K.2, W.K.5, W.K.7, and W.K.8.

Reading Foundational Skills (RF)

Continue to review and reinforce RF.K.1 a, b, c, d, RF.K.2 a, b, c, d, e, RF.K.3 a, b, c, d, and RF.K.4.

Speaking and Listening (SL)

Continue to review and reinforce SL.K.1 a, b, SL.K.2, SL.K.3, SL.K.4, SL.K.5 and SL.K.6.

Language (L)

Continue to review and reinforce L.K.1 a, b, c, d, e, f, L.K.2 a, b, c, d, L.K.4 a, b, L.K.5 a, b, c, d, and L.K.6.

Kindergarten ELA

Term 1 : Unit 0 Week 1-3, Unit 1 Weeks 1-3, Unit 2 Week 1-3

| | | |
|---|--|--|
| Testing Procedures: Teacher reads all directions, items, and answer choices aloud unless noted in the directions. | Progress Report/Report Card Headings: <i>Asterisk (*) indicates Progress Report headings</i> | |
| | Identify uppercase letters.* | Reads basic sight words.* (I, can, the, in, that, we, it, on, see, as, his, a, at, be, like, from, or, am, has, did) |
| | Identify lowercase letters.* | Comprehends and retells stories. |
| | Identify letter sounds.* | Isolate beginning sounds. |
| | Identify concepts of print. | Additional Skills: nouns. |
| | CTA | |

Term 1 CTA: RL.K.1, RF.K.1d, RF.K.2d RF.K.3a, RF.K.3c

Term 2 : Unit 3 Weeks 1-3, Unit 4 Weeks 1-3, Unit 5 Weeks 1-2

| | | |
|---|--|--|
| Testing Procedures: Teacher reads all directions, items, and answer choices aloud unless noted in the directions. | Progress Report/Report Card Headings: <i>Asterisk (*) indicates Progress Report headings</i> | |
| | Identify uppercase letters.* | Isolate ending sounds. |
| | Identify lowercase letters.* | Comprehends and retells stories. |
| | Identify letter sounds.* | Reads basic sight words.* (to, one, had, and, by, but, go, not, all, you, were, when, do, your, can, there, use, am, my, each, which, are, how, their) |
| | Phonological awareness check. | Opinion writing. |
| | Recognize rhyming words. | Additional Tested Skills: nouns. |
| | CTA | |

Term 2 CTA: RF.K.1d, RF.K.3a, RF.K.3c, RF.K.2b, RF.K.2, RF.K.2d, RF.K.2a, RL.K.1

Term 3 : Unit 5 Week 3, Unit 6 Weeks 1-3, Unit 7 Weeks 1-3, Unit 8 Week 1

| | | |
|---|---|--|
| Testing Procedures: Teacher reads all directions, items, and answer choices aloud unless noted in the directions. | Progress Report/Report Card Headings: <i>Asterisk (*) indicates Progress Report headings</i> | |
| | Identify Uppercase letters. | Identify rhyming words.* |
| | Identify Lowercase Letters. | Isolate medial sounds. |
| | Identify Letter Sounds. | Comprehends and retells stories.* (Reading Literature Check) |
| | Reads basic sight words.* (he, with, if, will, is, little, up, other, she, was, about, out, many, then, them, now, for, have, these, so, they, of, some, her, said, want, would, make, here, me, him, into) | Informative writing. |
| | Uses letter sounds for spelling.* | Additional Tested Skills: verbs |
| | CTA | |

Term 3 CTA: RF.K.1d, RF.K.3a, RF.K.3c, L.K.2d, RF.K.2a, RF.K.2e, RF.K.2d, L.K.1b, L.K.1e, RL.K.3

Term 4 : Unit 8 Weeks 2-3, Unit 9 Weeks 1-3, Unit 10 Weeks 1-3

| | | |
|---|--|--|
| Testing Procedures: Teacher reads all directions, items, and answer choices aloud unless noted in the directions. | Progress Report/Report Card Headings: <i>Asterisk (*) indicates Progress Report headings</i> | |
| | Identify Uppercase Letters. | Reads simple sentences. |
| | Identify Lowercase Letters. | Reads CVC words.* |
| | Identify Letter Sounds. | Comprehends and retells stories. |
| | Uses letter sounds for spelling.* | Narrative writing. |
| | Reads basic sight words.* (this, what, help, too, play, has, where, look, who, good, come, does, good) | CTA |
| | Produces rhyming words.* | Additional Tested Skills: adjectives. |

Term 4 CTA: RF.K.1d, RF.K.3a, RF.K.3c, RF.k.2d, L.K.2d,RF.K.2a, RF.K.4,RF.K.2e,RI.K.1, RI.K.8,RI.K.7

BILOXI PUBLIC SCHOOL DISTRICT



Kinder Math

2023-2024

Finalized May 12, 2023

Term 1

Counting and Cardinality (CC)

K.CC.1 Count to 25 by ones and by tens. (Tested for mastery through 100- Term 4)

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3 Write numbers from 0 to 5. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects). (Lessons 1-4)

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

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.

b. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 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 20 things in a scattered configuration; given a number from 1-20, count out that many objects. (Lessons 2,3,6,7)

K.CC.7 Compare two numbers between 0 and 5 presented as a written number. (Lesson 8)

Measurement and Data (MD)

K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (Lesson 9)

Operations and Algebraic Thinking (OA)

No new standards this term.

Number and Operations in Base Ten (NBT)

No new standards this term.

Geometry (G)

No new standards this term.

MKAS Skills:

Counting on, what comes before/between/after, as well as sequencing numbers.

Introduction Skills:

2-Dimensional Shapes are introduced in Term 1 but assessed in Term 2.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. E.g. by using objects or drawings, and recording each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$). (Lesson 5)

Term 2

Counting and Cardinality (CC)

- K.CC.1** Count to 50 by ones and by tens. (Tested for mastery through 100 - Term 4)
- K.CC.3** Write numbers from 0 to 10. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects). (Lessons 6,7,8)
- K.CC.6** Identify whether the number of objects (0-10) 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.
- K.CC.7** Compare two numbers between 0 and 10 presented as a written number. (Lesson 8)
- Continue to review and reinforce K.CC.2, K.CC.4 (a, b, c), and K.CC.5.**

Measurement and Data (MD)

- No new standards this term.
- Continue to review and reinforce K.MD.3.**

Operations and Algebraic Thinking (OA)

- K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way. E.g. by using objects or drawings, and recording each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$). (Lesson 5)

Number and Operations in Base Ten (NBT)

- No new standards this term.

Geometry (G)

- K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below beside, in front of, behind, and next to. (Lesson 13)
- K.G.2** Correctly names shapes regardless of their orientations or overall size. (Lesson 12)
- K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (Lesson 12)
- K.G.4** 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, vertices/corners), and other attributes (e.g. having sides of equal length). (Lesson 14)
- K.G.5** Model shapes in the world by drawing two-dimensional shapes and building three-dimensional shapes. (Lesson 15)
- K.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (Lesson 15)

MKAS Skills:

Recognize and complete patterns (using objects, shapes, and numbers).

Introduction Skills:

Fluency - Addition is introduced in Term 2, but is assessed in Term 3

Term 3

Counting and Cardinality (CC)

K.CC.1 Count to 75 by ones and by tens. (Tested for mastery through 100 - Term 4)

K.CC.3 Write numbers from 0 to 15. Represent a number of objects with a written numeral 0-15 (with 0 representing a count of no objects).
(Lesson 27 (also refer to Lessons 1-4, 6-8 if needed))

K.CC.6 Identify whether the number of objects (0-15) 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.

K.CC.7 Compare two numbers between 11 and 15 presented as written numerals.

Continue to review and reinforce K.CC.2, K.CC.4 (a, b, c), and K.CC.5.

Measurement and Data (MD)

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (Lessons 31, 32)

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (Lessons 31, 32)

Continue to review and reinforce K.MD.3.

Operations and Algebraic Thinking (OA)

K.OA.1 Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem.)
(Lesson 16 (addition))

K.OA.2 Solve addition word problems within 10 involving situations of adding to, taking from, putting together, and taking apart with unknowns in all positions by using objects or drawings to represent the problem. (Lessons 17, 21, 24 (addition))

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (Lesson 10, 22 (addition))

K.OA.5 Fluently add within 5. (Lessons 17, 20 (addition))

Continue to review and reinforce K.OA.3.

Number and Operations in Base Ten (NBT)

K.NBT.1 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (Lessons 26, 28)

Geometry (G)

Continue to review and reinforce K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, and K.G.6.

MKAS Skills:

Sequencing cardinal and ordinal numbers (1st, 2nd, 3rd, 4th), using vocabulary less, fewer, least, more, larger, greater.

Introduction Skills:

Fluency - Addition is assessed in Term 3 / Subtraction is introduced in Term 3, BUT is assessed in Term 4.

Term 4

Counting and Cardinality (CC)

K.CC.1 Count to 100 by ones and by tens. (Tested for mastery through 100 - Term 4)
(Lessons 29, 30)

K.CC.3 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). (Lesson 27)

K.CC.6 Identify whether the number of objects (0-20) 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.

K.CC.7 Compare two numbers between 16 and 20 presented as written numerals.

Continue to review and reinforce K.CC.2, K.CC.4 (a, b, c), and K.CC.5.

Measurement and Data (MD)

No new standards this term.

Continue to review and reinforce K.MD.1, K.MD.2, and K.MD.3.

Operations and Algebraic Thinking (OA)

K.OA.1 Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem.) (Lesson 18 (subtraction))

K.OA.2 Solve subtraction word problems within 10 involving situations of adding to, taking from, putting together, and taking apart with unknowns in all positions by using objects or drawings to represent the problem. (Lessons 23, 24 (subtraction))

K.OA.3 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 $5 = 4 + 1$). (Lesson 22, 25 (subtraction))

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (Lesson 22 (subtraction))

K.OA.5 Fluently subtract within 5. (Lessons 19, 20 (subtraction))

Number and Operations in Base Ten (NBT)

No new standards this term.

Continue to review and reinforce K.NBT.1.

Geometry (G)

Continue to review and reinforce K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, and K.G.6.

Fluency - Subtraction is assessed in Term 4 / mixed addition and subtraction is introduced in Term 4.

Kindergarten Math

Term 1 : Ready Lessons 1-4, 7, 9

Testing Procedures:

Teacher reads all directions, items, and answer choices aloud unless noted in the directions.

Progress Report/Report Card Headings:

Asterisk () indicates Progress Report headings*

| | |
|--------------------------------------|-----------------------------------|
| Counts to 25 by ones. | Counts to tell how many.* |
| Counts forward from any number 0-25. | Compares two numbers between 0-5. |
| Writes and orders numbers 0-5. | Sorts and classifies objects.* |
| 1 to 1 correspondence.* | CTA |

Term 1 CTA: K.CC.4a, K.CC.4b, K.CC.4c, K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.7, K.MD.3

Term 2 : Ready Lessons 5-6, 8, 12-15

Testing Procedures:

Teacher reads all directions, items, and answer choices aloud unless noted in the directions.

Progress Report/Report Card Headings:

Asterisk () indicates Progress Report headings*

| | |
|--------------------------------------|--|
| Counts to 50 by ones and tens. | Describe objects using positional words.* |
| Counts forward from any number 0-50. | Identify, describe, and compare 2-D and 3-D shapes.* |
| Writes and orders numbers 0-10.* | Create and compose 2-D and 3-D shapes. |
| Compares two numbers between 0-10.* | Compose and decompose numbers to 5. |
| CTA | |

Term 2 CTA: K.CC.1, K.CC.2, K.CC.3, K.CC.7, K.G.1, K.G.3, K.G.4, K.G.5, K.G.6

Term 3 : Ready Lessons 10-11, 16-17, 20-21, 24, 26, 28, 31-32

| | | |
|---|--|---|
| Testing Procedures: Teacher reads all directions, items, and answer choices aloud unless noted in the directions. | Progress Report/Report Card Headings: <i>Asterisk (*) indicates Progress Report headings</i> | |
| | Counts to 75 by ones and tens. | Understand teen numbers. |
| | Writes and orders numbers 0-20.* | Represent addition to 10. |
| | Compares numbers, objects, or groups 0-15.* | Solve addition word problems within 10. |
| | Describe and Compare measurable attributes.* | Decompose numbers less than or equal to 10. |
| CTA | | |

Term 3 CTA: K.CC.1, K.CC.2, K.CC.3, K.CC.6, K.CC.7, K.MD.1, K.MD.2, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5

Term 4 : Ready Lessons 18-19, 22-25, 27, 29-30

| | | |
|---|--|---|
| Testing Procedures: Teacher reads all directions, items, and answer choices aloud unless noted in the directions. | Progress Report/Report Card Headings: <i>Asterisk (*) indicates Progress Report headings</i> | |
| | Counts to 100 by ones and tens.* | Solve addition word problems within 10. |
| | Counts to tell how many 0-20.* | Solves subtraction word problems within 10. |
| | Decompose numbers 0-10.* | Compare two numbers or groups 0-20.* |
| Represent subtraction within 10. | CTA | |

Term 4 CTA: K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.7, K.NBT.1, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5

BILOXI PUBLIC SCHOOL DISTRICT



Kinder Science ***Change in the Natural World***

2023-2024

Finalized May 12, 2023

Term 1

Life Science (L)

Standards

L.K.1 Hierarchical Organization

Conceptual Understanding: Objects in the environment can be classified as living and nonliving. Living things include plants and animals. All living things reproduce, grow, develop, respond to stimuli, and die; and nonliving things do not. Living things require air, food, water, and an environment in which to live. Acting as scientists, students will observe the natural world and use investigations, charts, drawings, sketches, and models to communicate ideas.

L.K.1A Students will demonstrate an understanding of living and nonliving things.

Conceptual Understanding: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Animals (including humans) use their senses to learn about the world around them.

L.K.1B Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment.

L.K.2 Reproduction and Heredity

Conceptual Understanding: Plants and animals change in form as they go through stages in the life cycle. Young plants and animals are very much like their parents and other plants and animals of the same kind, but they can also vary in many ways.

L.K.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

Performance Objectives

L.K.1A.1 With teacher guidance, conduct an investigation of living organisms and nonliving objects in various real-world environments to define characteristics of living organisms that distinguish them from nonliving things (e.g., playground, garden, school grounds).

L.K.1A.2 With teacher support, gain an understanding that scientists are humans who use observations to learn about the natural world. Obtain information from informational text or other media about scientists who have made important observations about living things (e.g. Carl Linnaeus, John James Audubon, Jane Goodall).

L.K.1B.1 Develop and use models to exemplify how animals use their body parts to (a) obtain food and other resources, (b) protect themselves, and (c) move from place to place.

L.K.1B.2 Identify and describe examples of how animals use their sensory body parts (eyes to detect light and movement, ears to detect sound, skin to detect temperature and touch, tongue to taste, and nose to detect smell).

L.K.2.1 Use informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and use models (e.g., drawing, writing, dramatization, or technology) to communicate findings.

L.K.2.2 Construct explanations using observations to describe and model the life cycle (birth, growth, adulthood, death) of a familiar mammal (e.g., dog, squirrel, rabbit, deer).

L.K.2.3 With teacher guidance, conduct a structured investigation to observe and measure (comparison of lengths) the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawing or writing.

L.K.2.4 Use observations to explain that young plants and animals are like but not exactly like their parents (i.e., puppies look similar, but not exactly like their parents).

Physical Science (P)

Standards

P.K.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Many objects can be built from a smaller set of pieces (e.g., blocks, construction sets). Most objects can be broken down into various component pieces and any piece of uniform matter (e.g., a sheet of paper, a block of wood,) can be subdivided into smaller pieces of the same material. If pieces of the original object are damaged or removed, the object may not have the same properties or work the same.

P.K.5B. Students will demonstrate an understanding of how solid objects can be constructed from a smaller set.

Performance Objectives

P.K.5B.1 Use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks, construction sets).

P.K.5B.2 Analyze a large composite structure to describe its smaller components using drawing and writing.

P.K.5B.3 Explain why things may not work the same if some of the parts are missing.

Term 2

Life Science (L)

Standards

Performance Objectives

L.K.3 Ecology and Interdependence

Conceptual Understanding: The environment consists of many types of living things including plants and animals. Living things depend on the land, water, and air to live and grow.

L.K.3A Students will demonstrate an understanding of what animals and plants need to live and grow.

Conceptual Understanding: Interdependence exists between plants and animals within an environment. Living things can only survive in areas where their needs for air, water, food, and shelter are met.

L.K.3B Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.

L.K.3A.1 With teacher guidance, conduct a structured investigation to determine what plants need to live and grow (water, light, and a place to grow). Measure growth by directly comparing plants with other objects.

L.K.3A.2 Construct explanations using observations to describe and report what animals need to live and grow (food, water, shelter, and space).

L.K.3B.1 Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.

L.K.3B.2 Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Continue to review and reinforce L.K.1a, L.K.1b, L.K.2, and P.K.5b.

Term 3

Earth and Space Science (E)

Standards

E.K.8 Earth and the Universe

Conceptual Understanding: Seasonal changes occur as the Earth orbits the sun. These seasonal changes repeat in a pattern. Patterns of sunrise and sunset can be described and predicted.

E.K.8A Students will demonstrate an understanding of the pattern of seasonal changes on the Earth.

Conceptual Understanding: The sun is the source of heat and light for the solar system. This heat can impact Earth's natural resources. Living things depend upon the effects of the sun (warms the land, air, water, and helps plants grow) to survive.

E.K.8B Students will demonstrate an understanding that the Sun provides the Earth with heat and light.

Performance Objectives

E.K.8A.1 Construct an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations.

E.K.8B.1 With teacher guidance, generate and answer questions to develop a simple model, which describes observable patterns of sunlight on the Earth's surface (day and night).

E.K.8B.2 With teacher guidance, develop questions to conduct a structured investigation to determine how sunlight affects the temperature of the Earth's natural resources (e.g., sand, soil, rocks, and water).

E.K.8B.3 Develop a device (i.e., umbrella, shade structure, or hat) which would reduce heat from the sun (temperature) using an engineering design process to define the problem, design, construct, evaluate, and improve the device.

Physical Science (P)

Standards

P.K.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter exists in different states, including solid and liquid forms. Water can exist as a solid or a liquid. Solid objects can be described and sorted according to their attributes. Different properties are suited for different purposes.

P.K.5A Students will demonstrate an understanding of the solid and liquid states of matter.

Performance Objectives

P.K.5A.1 Generate questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.

P.K.5A.2 Describe and compare the properties of different materials (e.g., wood, plastic, metal, cloth, paper) and classify these materials by their observable characteristics (visual, aural, or natural textural) and by their physical properties (weight, volume, solid or liquid, and sink or float).

Continue to review and reinforce L.K.1a, L.K.1b, L.K.2, L.K.3a, L.K.3b, and P.K.5b.

Term 4

Earth and Space Science (E)

Standards

Performance Objectives

E.K.10 Earth's Resources

Conceptual Understanding: Humans use Earth's resources for everything they do. Choices that humans make to live comfortably can affect the world around them. Recycling, reusing, and reducing consumption of natural resources is important in protecting our Earth's environment. Humans can make choices that reduce their impact on Earth's environment.

E.K.10 Students will demonstrate an understanding of how humans use Earth's resources.

- E.K.10.1** Participate in a teacher-led activity to gather, organize and record recyclable materials data on a chart or table using technology. Communicate results.
- E.K.10.2** With teacher guidance, develop questions to conduct a structured investigation to determine ways to conserve Earth's resources (i.e., reduce, reuse, and recycle) and communicate results.
- E.K.10.3** Create a product from the reused materials that will meet a human need (e.g., pencil holder, musical instrument, bird feeder). Use an engineering design process to define the problem, design, construct, evaluate, and improve the product.

Life Science (L)

Standards

Performance Objectives

L.K.4 Adaptations and Diversity

Conceptual Understanding: When animals do not get what they need to survive, they will die. Some types of plants and animals are now extinct because they were unable to adapt when the environment changed. There are similarities between some present-day animals and extinct animals.

L.K.4 Students will demonstrate an understanding that some groups of plants and animals are no longer living (extinct) because they were unable to meet their needs for survival.

- L.K.4.1** Obtain information from informational text or other media to document and report examples of different plants or animals that are extinct.
- L.K.4.2** Observe and report how some present-day animals resemble extinct animals (i.e., elephants resemble woolly mammoths).

Continue to review and reinforce L.K.1a, L.K.1b, L.K.2, L.K.3a, L.K.3b, E.K.8a, E.K.8b, P.K.5a, and P.K.5b.

BILOXI PUBLIC SCHOOL DISTRICT



Kinder Social Studies ***Citizenship at Home and School***

2023-2024

Finalized May 12, 2023

Term 1

Civil Rights (CR)

Standard

Objectives

K.CR.1 Explore the similarities and differences of individuals and families.

1. Define similarity and difference.
2. Identify examples of similarities and differences.
3. Explain the importance of both similarities and differences to individuals, families, and communities

Civics (CI)

Standard

Objectives

K.CI.1 Demonstrate how to be a productive citizen.

1. Define authority figures and leaders.
2. Define a productive citizen and citizenship.
3. Describe character traits of productive citizens.
4. List examples of productive citizenship at home and school

K.CI.2 Examine the purpose of rules and consequences.

1. Identify the purpose of rules and explain why rules should be followed.
2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.
3. Differentiate between positive and negative consequences

Geography (G)

Standard

Objectives

K.G.3 Recognize representations of the Earth.

1. Discuss various representations of the Earth.
2. Explain that maps and globes help identify location and physical features of the Earth.
3. Compare and contrast maps and globes.
4. Identify cardinal directions (e.g., north, south, east, west).
5. Locate the local community, Mississippi, and the United States using maps and globes.

Term 2

Civil Rights (CR)

| Standard | Objectives |
|--|--|
| K.CR.2 Examine diversity in the classroom. | <ol style="list-style-type: none">1. Define unity and diversity.2. Identify types of diversity in the classroom (e.g., cultural, ethnic, students with disabilities, etc.).3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom. |
| K.CR.3 Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools. | <ol style="list-style-type: none">1. Describe family customs, traditions, and celebrations held by members of the class and their families (e.g., literature, language, games, songs, dances, etc.).2. Describe the role that customs, traditions, and celebrations play at school.3. Compare and contrast school customs, traditions, and celebrations with those of home and family. |

Civics (CI)

| Standard | Objectives |
|--|--|
| K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders. | <ol style="list-style-type: none">1. Relate how leaders can be authority figures.2. Describe the responsibilities of authority figures and leaders.3. Identify authority figures and leaders at home, school, and in the community |

Geography (G)

| Standard | Objectives |
|---|---|
| K.G.1 Identify a sense of place relative to an individual. | <ol style="list-style-type: none">1. Illustrate and label a map of familiar places.2. Identify elements of a physical address.3. Explain a place using terms related to location, direction, size, and distance (e.g., up, down, left, right, far, near, etc.).4. Examine routes and modes of transportation between home and school |

Continue to review and reinforce K.CR.1, K.CI.1, K.CI.2, and K.G.3.

Term 3

Geography (G)

| Standard | Objectives |
|--|--|
| K.G.2 Investigate the physical features of the environment. | <ol style="list-style-type: none">1. Differentiate landforms from bodies of water.2. Define physical features and analyze how physical features of the Earth impact the way of life in various places.3. Define and describe the way physical environments may change over time (e.g., flooding, tornadoes, hurricanes, etc.). |

History (H)

| Standard | Objectives |
|---|---|
| K.H.1 Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States. | <ol style="list-style-type: none">1. Define symbols and customs (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.).2. Identify school, community, state, and national symbols.3. State the Pledge of Allegiance and patriotic songs as expressions of patriotism. |
| K.H.2 Describe the impact of significant historical figures and events. | <ol style="list-style-type: none">1. Identify historical figures that are used as symbols of American culture (e.g., currency, monuments, and place names, etc.).2. Examine historical events that are significant to American culture (4th of July, Thanksgiving, Presidents Day, Juneteenth, etc.).3. Interpret how oral traditions helped express important cultural and historical beliefs. |

Continue to review and reinforce K.CR.1, K.CR.2, K.CR.3, K.CI.1, K.CI.2, K.CI.3, K.G.1, and K.G.3.

Term 4

Economics (E)

| Standard | Objectives |
|--|--|
| <p>K.E.1 Analyze how money is earned and used.</p> <p>K.E.2 Distinguish goods from services.</p> <p>K.E.3 Differentiate needs from wants.</p> | <p>1. Identify different types of jobs and describe their work. 2. Explain that money is earned through work. 3. Recognize monetary units. 4. Distinguish saving from spending. 5. Illustrate how money is used in daily life.</p> <p>1. Define goods and services. 2. Identify and classify examples of goods and services. 3. Explain how goods and services are obtained.</p> <p>1. Define needs and wants. 2. Classify items as needs or wants. 3. Compare and contrast needs and wants</p> |
| <p>Continue to review and reinforce K.CR.1, K.CR.2, K.CR.3, K.CI.1, K.CI.2, K.CI.3, K.G.1, K.G.2, K.G.3, K.H.1 and K.H.2.</p> | |