

Kindergarten	Month	Big Ideas	Enduring Understanding	Essential Questions	Goals	Performance Based Assessment
September	Rules and Routines		Readers understand that there is a relationship between illustrations and words.	How can writers use both illustrations and words to tell a story?	Readers will identify characters and settings.	Students will identify good choice and poor choices, students will practice name writing, and draw a self-portrait.
October	The School and School Community		Readers understand that there is a relationship between illustrations and words.	Why do we have classrooms? Who are the people in our classroom community? What are classroom rules? What is a student's role and responsibility in the classroom?	Identify people in the classroom and school community, understand what a classroom is, describe the rules, understand his/her role as a citizen in the school community.	Draw and label a picture of yourself being a good citizen in the classroom or school.
November	Eric Carle		Readers understand that there is a relationship between illustrations and words.	How do pictures and words in a sequence, help tell a story? How can retelling help readers understand stories? How do we make text-to-self connections?	Retell familiar stories, identify characters and settings, sequence a story.	Students will write/draw/dictate an opinion piece about their favorite Eric Carle story.
December - January 1A	Home • Environments		Readers understand that there is a relationship between illustrations and words.  • Writers understand that pictures and words in a sequence help tell a story.  • Learners understand that home is an important concept to all living species.	How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?	Readers will identify characters, settings, and major events in stories. Writers will be able to identify characters, setting and major events in their own writing, using a combination of drawing dictating and writing. EXPLORE CONTENT Learners will recognize the importance of "home" to every living thing.	<b>Comings And Goings: Home</b>  Children will choose one animal from <a href="#">Make Way for Ducklings</a> or <a href="#">A House for Hermit Crab</a> . Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event around an animal coming and going from its home. Children will present their stories to the class or in small groups. The stories can be recorded and shared with others. <b>TARGET STANDARD</b> Common Core Learning Standard W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events to tell about the events in the order in which they occurred, and provide a reaction to what happened.
January - March 1B	Home • Environments		Readers understand that asking and answering questions help a reader get information from a text.  • Writers understand that writers compose text with different purposes in mind.  • Learners understand that environmental challenges can affect living species' ability to survive and thrive.	How can reading help us to explore and understand the natural world? How can writers supply information about a topic?	Readers will identify the main topic and retell key ideas from informational texts.  Writers will create a pictorial and/or written explanation of an environment they know about.  EXPLORE CONTENT Learners will identify different environments and the benefits to their inhabitants.	<b>A Special Home</b>  Children will select one animal or plant from <a href="#">Life in a Pond</a> or <a href="#">A Bed for the Winter</a> and explain which home is best.  Children will use a combination of drawing, writing and dictating to explain why this home would be best.  Children will share their "Special Home" project with peers and share at least one idea and ask or answer one question about their work.  <b>TARGET STANDARD</b> Common Core Learning Standard 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.
March - April 3A	Changing Weather		Readers understand that characters have different experiences in texts and react in different ways.  • Writers understand that stories contain sequenced events and include character reactions to events.  • Learners will explore content to understand that we can use observations and ask questions to predict change.	Why do characters react in certain ways? How do writers use experiences to tell/write stories?	Readers will, with support, identify and compare characters, settings, and major events in a story.  Writers will create a sequenced narrative and include a reaction to the event.  EXPLORE CONTENT Learners will explore content to identify reactions and make close observations of change.	<b>CHANGE stories</b>  Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in, <a href="#">Come On, Rain!</a> , as an example.  Children will draw or write the reaction of the character or themselves to the change.  <b>TARGET STANDARD</b> Common Core Learning Standard 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.
April - May	The Farm		Readers understand that asking questions enables a reader to gain information from a text.  • Writers understand that they can express an opinion through writing, dictating and drawing.	How does asking and answering questions help the reader understand the text? How do writers use illustrations to explain an idea?	Readers will practice asking and answering questions about pictures and illustrations in texts. Writers will compose informational/explanatory text by drawing, dictating, or writing.	Students will draw/dictate/write about their favorite farm animal and why it's their favorite.