

# Hybrid/Remote Curriculum Alignment KDG

## 2020-2021

### Kindergarten Literature Standards

#### Embedded & Assessed Throughout The Year

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

**RL.K.4** Ask and answer questions about unknown words in a text.

**RL.K.10** Actively engage in group reading activities with purpose and understanding.

Priority Standards	<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>RL.K.7</b> 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).	<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Supporting Standards	<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).		



Kindergarten Informational Standards				
<b><u>Embedded &amp; Assessed Throughout The Year</u></b>				
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text. <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.				
<b>Priority Standards</b>	<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text. (Explicit instruction needed for content area vocabulary strategies)	<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Supporting Standards</b>	<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	



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Trimester	Wk	ELA/SPA Standards	Adelante	Science	Social Studies
	1		First 21 Days and Significant 72 SEL  Launch Unit - intro (add in 3-4 mentor texts)		
	2				
	3				
	4	<b>Week 1</b> <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	<b>Unit 1</b> <b>Reglas en la casa y en la escuela</b>		<b>Unit 1</b> <b>Reglas en la casa y en la escuela</b>
	5	<b>SLA 1.A.1a</b> Demonstrate understanding of concepts of print (e.g. parts of a book, title, author, left-right tracking, top-bottom)			
	6	<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>SLA 1.C.1e</b> Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,).			



1	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"><li>• Students must identify the front cover of a book</li><li>• Students must identify the back cover of a book</li><li>• Students must identify the title page of a book in at the front of the book and identify the title, author, and publisher.</li></ul> <p><b>Week 2</b></p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p>*No SLA standard</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>• Students must find the most relevant details in the text to support their answer</li><li>• Students must distinguish between an answer and a question</li><li>• Students must formulate and answer questions</li></ul> <p><b>Week 3</b></p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>SLA1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and</p>			
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		supporting details, predict outcomes, and draw conclusions.  <b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Students must identify details in a story to decide which is most relevant in determining the main topic</li><li>• Student must determine the main topic of a text</li><li>• Students must retell key details of an informational text</li></ul>			
	7	<b>Week 1</b> <b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>Success Criteria</b> <ul style="list-style-type: none"><li>• Students must find details in the text to support answers</li><li>• Students must find details in a text and decide which is most relevant to your understanding</li><li>• Students must explain between an answer and a question</li><li>• Students must formulate questions</li><li>• Students must answer questions</li></ul> <b>Week 2</b> <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.  <b>Success Criteria</b>	<b>Unit 2 Toda historia tiene personajes</b>		
	8				
	9				



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		<ul style="list-style-type: none"><li>• Students must include the beginning, middle, and ending in sequence when retelling a story</li><li>• Students must retell a familiar story, including key details</li><li>• Students must identify details in a story to decide which are important enough to include in the retelling of a story</li></ul>			
		<p><b><u>Week 3</u></b></p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>SLA 1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions.</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"><li>• Students must identify characters in a story</li><li>• Students must identify the setting in a story</li><li>• Students must identify the major events in a story</li></ul>			



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	10	<b><u>Week 1</u></b> <b>RI.K.7</b> With prompting and support, describe the relationship between	<b>Unit 3</b> <b>Las necesidades de las plantas y los animales</b>		
	11	illustrations and the text in which they appear (e.g., what person, place, thing, or			
	12	idea in the text an illustration depicts).  <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"><li>• Students must build their understanding of informational text by using illustrations including photographs and drawings</li><li>• Students must explain how illustrations support information in the text</li><li>• Students must describe what the words in the text tells them</li><li>• Students must understand that there is a relationship between the illustrations and the text</li></ul> <b><u>Week 2</u></b> <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text. <b>SLA 1.C.1d</b> Identify ways that an author uses word choice and style to convey the author's viewpoint. <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"><li>• Students must explain points are</li></ul>			



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		<p>pieces of information an author gives the reader</p> <ul style="list-style-type: none"><li>• Students must identify what the author wants us to know about the topic</li><li>• Students must identify the reasons an author gives support their points</li></ul>			
		<p><b><u>Week 3</u></b></p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>SLA 1.C.1b</b> Make comparisons across reading selections.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"><li>• Students must distinguish between similarities and differences</li><li>• Students must understand illustrations are pictures and diagrams that support the ideas presented in informational text</li><li>• Students must understand procedures provide information that should not be taken out of order</li><li>• Students must identify similarities in and differences between two informational texts on the same topic using illustrations, descriptions, and procedures in the text.</li></ul>			





**Unit 1 Assessment**

Trimester	Wk	ELA/SPA Standards	Adelante		
	13	<b><u>Week 1</u></b> <b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems). <b>SLA 1.B.1c</b> Describe differences between prose and poetry.  <b>Success Criteria:</b> <ul style="list-style-type: none"><li>Students must define a storybook as a book containing a story or collection of stories</li><li>Students must define a poem as a text</li></ul>	<b>Unit 4 Los escritores nos cuentan muchas historias</b>		
	14				
	15				
	16				



2		<p>that is organized using rhythm and often containing rhyming words</p> <ul style="list-style-type: none"><li>• Students must recognize rhythm as a strong, regular, repeated pattern of movement or sound</li><li>• Students must identify rhyming words as words with the same middle and ending sounds</li><li>• Students must recognize fiction is a text about imaginary events and people</li><li>• Students must recognize storybooks, fiction text, and poetry</li></ul> <p><b><u>Week 2</u></b></p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>SLA 1.C.1d</b> Identify ways that an author uses word choice and style to convey the author's viewpoint.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"><li>• Students must explain an author tells the story through the words that he or she writes</li><li>• Students must explain an illustrator helps to tell the story by creating illustrations</li><li>• Students must understand how the</li></ul>			
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		<p>words and the illustrations of a text work together to tell a story</p> <p><b><u>Week 3</u></b></p> <p><b>RL.K.7</b> 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><b>SLA 1.C.1e</b> Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,).</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"><li>• Students must identify the illustration that describes a specific event in a story</li><li>• Students must explain how the illustrations help with story comprehension</li><li>• Students must build their understanding of literary text by using illustrations</li><li>• Students must recognize that there is a relationship between the illustrations and the text</li></ul>			
	17		<b>Unit 5</b>		
	18	<p><b><u>Week 1</u></b></p> <p><b>RI.K.2</b> With prompting and support, identify</p>	<b>La tecnología en la casa y en la escuela</b>		



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	19	the main topic and retell key details of a text. <b>1.C.1a</b> Retell stories in proper sequence,			
	20	identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions. <b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Students must identify details in a story to decide which is most relevant in determining the main topic</li><li>• Students must determine the main topic of a text</li><li>• Students must retell key details of an informational text</li></ul> <b>Week 2</b> <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>SLA 1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions. <b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Students must define a connection as a relationship between two elements</li><li>• Students must identify individuals, events, ideas, and pieces of information in a text</li><li>• Students must describe how two</li></ul>			



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		<p>individuals, events, ideas, or pieces of information in a text are connected</p> <p><b>Week 3</b></p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text. (Explicit instruction needed for content area vocabulary strategies).</p> <p><b>SLA 1.A.1c</b> Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>• Students must identify unknown words in a text</li><li>• Students must understand that there are words, phrases, and illustrations that may help them figure out words they don't know</li><li>• Students must ask and answer questions about an unknown word</li><li>• Students must understand that words written in bold are important and that there may be an illustration that helps them understand the word in bold</li></ul>			
	21	<p><b>Week 1</b></p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>SLA 1.C.1a</b> Retell stories in proper sequence,</p>	<b>Unit 6 Las historias nos ofrecen un mensaje</b>		
	22				



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	23	identifying characters, main ideas and supporting details, predict outcomes, and			
	24	draw conclusions.  <b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Students must include the beginning, middle, and ending in sequence when retelling a story</li><li>• Students must retell a familiar story, including key details</li><li>• Students must identify details in a story to decide which are important enough to include in the retelling of a story</li></ul> <b>Week 2</b> <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story. <b>SLA 1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions.  <b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Students must identify characters in a story</li><li>• Students must identify the setting in a story</li><li>• Students must identify the major events in a story</li></ul> <b>Week 3</b>			



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	<p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>1.C.1b</b> Make comparisons across reading selections.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"><li>• Students must make the connections that an adventure or experience is an exciting event in which the characters participate</li><li>• Students must identify what kind of experience each character has and how their adventures or experiences are similar or different</li></ul>			
Unit Assessment				



Trimester	Wk	ELA/SPA Standards	Adelante		
3	25	<b>Week 1</b> <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text. <b>Success Criteria:</b> <ul style="list-style-type: none"><li>Students must find the most relevant details in the text to support their answer</li><li>Students must distinguish between an answer and a questions</li><li>Students must formulate and answer questions</li></ul> <b>Week 2</b> <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text. <b>SLA.1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions. <b>Success Criteria:</b> <ul style="list-style-type: none"><li>Students must identify details in a story to decide which is most relevant in determining the main topic</li></ul>	<b>Unit 7</b> <b>Dia feriados y celebraciones</b>		
	26				
	27				
	28				





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		<ul style="list-style-type: none"><li>Students must determine the main topic of a text</li><li>Students must retell key details of an informational text</li></ul> <p><b><u>Week 3</u></b></p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SLA .1.C.1a</b> Retell stories in proper sequence, identifying characters, main ideas and supporting details, predict outcomes, and draw conclusions.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"><li>Students must define a connection as a relationship between two elements</li><li>Students must identify individuals, events, ideas, and pieces of information in a text</li><li>Students must describe how two individuals, events, ideas, or pieces of information in a text are connected</li></ul>			
	29	<b><u>Week 1</u></b>	<b>Unit 8</b>		



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	30	<u>Success Criteria:</u>	<b>El tiempo y las estaciones</b>		
	31	<u>Week 2</u>			
		<u>Success Criteria:</u>			
	32	<u>Week 3</u>			
		<u>Success Criteria:</u>	<b>Unit 9 Lo que necesitamos y lo que queremos</b>		
		<u>Week 4</u>			
		<u>Success Criteria:</u>			
	33	<u>Week 1</u>			
	34	<u>Success Criteria:</u>	<b>Unit 9 Lo que necesitamos y lo que queremos</b>		
		<u>Week 2</u>			
	35	<u>Success Criteria:</u>			
	36	<u>Week 3</u>			
	37	<u>Success Criteria:</u>			
		<u>Week 4</u>			
		<u>Success Criteria:</u>			

<b>Unit Assessment</b>		
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## KDG UNIVERSAL INTERVENTION

INTERVENTION			
<b>Estrellita Week 1-3</b>	Sonidos Iniciales: Chanting the Sonidos	Sonidos Iniciales: Chanting the Sonidos	Sonidos Iniciales: Chanting the Sonidos
<b>Estrellita Week 4-6</b>	Sonidos Iniciales: Chanting the Sonidos	Sonidos Iniciales: Chanting the Sonidos	Sonidos Iniciales: Chanting the Sonidos Sonidos Iniciales: Segment #'s 1-12 Sonidos Iniciales: Chanting the Silabas con "a" Sonidos Iniciales: Preparatory Blending Activities
<b>Estrellita Week 7-12</b>	Sonidos Iniciales: Segment #'s 1-12 Sonidos Iniciales: Chanting the Silabas con "a" Sonidos Iniciales: Preparatory Blending Activities	Sonidos Iniciales: Segment #'s 1-12 Sonidos Iniciales: Chanting the Silabas con "a" Sonidos Iniciales: Preparatory Blending Activities	Sonidos Iniciales: Segment #'s 1-12 Sonidos Iniciales: Chanting the Silabas con "a" Sonidos Iniciales: Preparatory Blending Activities
<b>Estrellita Week 13-15</b>	Blending con "a" Silabas con "a" Blending con "a" Oraciones y Cuentos con "a"	Blending con "a" Silabas con "a" Blending con "a" Oraciones y Cuentos con "a"	Blending con "a" Silabas con "a" Blending con "a" Oraciones y Cuentos con "a"
<b>Estrellita Week 16-21</b>	Blending con "a-e" Silabas con "e" Blending con "a-e" Silabas con "a-e"	Blending con "a-e" Silabas con "e" Blending con "a-e" Silabas con "a-e"	Blending con "a-e" Silabas con "e" Blending con "a-e" Silabas con "a-e"



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<b>Estrellita Week 22- 24</b>	Blending con "a-e": Palabras, Oraciones y Cuentos con "a-e" Blending con "a-e-l": Silabas con "l" Blending con "a-e-l": Silabas con "a-e-l"	Blending con "a-e": Palabras, Oraciones y Cuentos con "a-e" Blending con "a-e-l": Silabas con "l" Blending con "a-e-l": Silabas con "a-e-l"	Blending con "a-e": Palabras, Oraciones y Cuentos con "a-e" Blending con "a-e-l": Silabas con "l" Blending con "a-e-l": Silabas con "a-e-l"
<b>Estrellita Week 25- 28</b>	Blending con "a-e-i-o": Silabas con "o"	Blending con "a-e-i-o": Silabas con "o"	Blending con "a-e-i-o": Silabas con "o"
<b>Estrellita</b>	Blending con "a-e-i-o-u": Silabas con "u"	Blending con "a-e-i-o-u": Silabas con "a-e-i-o-u:	Blending con a-e-i-o-u": Palabras, Oraciones y Cuentos con "a-e-i-o-u"

## Benchmark Assessment

	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>iReady Reading</b>	No	No	No
<b>iReady Math</b>	Yes	Yes	Yes



**WOODRIDGE**  
SCHOOL DISTRICT 68

Multilingual Services

<b>FastBridge Spanish</b>	LS- Span LN-Span Early Rdg- Span	LS- Span LN-Span Early Rdg- Span	LS- Span LN-Span Early Rdg- Span
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