Kindergarten Curriculum Map

Knowledge 1: Star Light, Star Bright: Nursery Rhymes and Fables

Unit Summary

This unit provides 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 new vocabulary and build phonemic awareness. Well-known fables introduce students to unfamiliar vocabulary terms and prompt discussions of character, virtues, and behavior.

Writing Focus

Students learn to orally generate complete sentences about images and texts and retell main events in nursery rhymes and stories. They practice sequencing events, as well as comparing and contrasting characters. Students identify incomplete sentences and combine short sentences to create longer, more engaging sentences.

Overall Learning Outcomes

- 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 nursery rhymes and fables
- Sequence events in a nursery rhyme or story
- Retell a story by drawing and writing details about its characters and events
- Generate a complete sentence about an image or text
- Engage in discussions with the whole class, in small groups, and in partners
- Domain Assessment

Big Ideas

- Nursery rhymes and fables have been loved by children for generations.
- Traditional rhymes help students learn vocabulary and build phonemic awareness.
- Listening and learning to recite nursery rhymes helps students develop language awareness, fostering them to become better readers and writers.

Unit Length: 16 Days

Anchor Text: *Star Light, Star Bright: Nursery Rhymes and Fables* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Standards Instructed				Standards Assessed in Formative Assessments			
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.9 RL.K.10 RF.K.2a	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.6	L.K.1 L.K.1d L.K.1e L.K.1f L.K.4a L.K.5 L.K.5c L.K.6	RL.K.2 RL.K.3 RL.K.9 RL.K.10 RF.K.2a	W.K.3	SL.K.2	

Kindergarten Curriculum Map

Knowledge 2: See, Hear, Smell, Taste, Touch: The Five Senses

Unit Summary

In this domain, students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Lessons also address ways that sight and hearing may function differently, and they feature inspirational stories about individuals who overcame significant challenges posed by these differences.

Writing Focus

Students compose opinion pieces using a combination of drawing, dictating, and writing to express their preferences. For example, they identify their favorite sense and support their opinion with drawings and labels. Students also practice recognizing sentence fragments and transforming them into complete sentences. Additionally, they orally generate and expand declarative, exclamatory, and interrogative sentences.

Unit Length:
16 Days

Anchor Text: *See, Hear, Smell, Taste, Touch: The Five Senses* (Read-Aloud)
Text Type: Informational
Lexile: 990L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Use graphic organizers to sort and categorize information about the senses
- Participate in creating timelines for Ray Charles's and Helen Keller's lives, and describe important events from each of their lives
- Use a combination of drawing, dictating, and writing to compose opinion pieces
- Identify a favorite sense and support this opinion through drawings and labels
- Domain Assessment

Big Ideas

- There is a body part unique to each sense that is responsible for taking in the information communicated by that sense.
- When a body part takes in information communicated by a sense, we are able to experience that sense.
- Sometimes our senses function differently from others.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.4	W.K.1 W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.4 SL.K.5 SL.K.6	L.K.1b L.K.4 L.K.4b L.K.5c L.K.6	RI.K.1 RI.K.2	W.K.1 W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.4 SL.K.5 SL.K.6	

Kindergarten Curriculum Map

Knowledge 3: Underdogs and Heroes: Stories

Unit Summary

In this domain, students are introduced to classic stories as well as trickster tales and folktales from other cultures. They develop an awareness of language and an understanding that fictional tales can teach valuable lessons.

By listening to both familiar and unfamiliar stories and folktales, students discover new vocabulary to apply in discussions and comparison activities about characters, plots, and settings. They learn to identify the role of author and illustrator, and practice orally generating complete sentences. Finally, students use a combination of writing and drawing to share the events of a story.

Writing Focus

This domain has students study the literary genre by retelling stories and identifying literary elements, like characters, setting, and plot. They also practice event sequencing and compare characters across stories. Students learn to recognize and correct fragment sentences, transforming them into complete sentences. Additionally, they practice orally generating and expanding both statement and interrogative sentences.

Unit Length:
16 Days

Anchor Text: *Underdogs and Heroes: Stories* (Read-Aloud)
Text Type: Literary
Lexile: 780L

Overall Learning Outcomes

- 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, settings, and plots from different stories
- Write and draw events and details to retell a story
- Define the role of author and illustrator
- Use technology to narrate events in a story
- Describe the elements of fiction and folktales
- Domain Assessment

Big Ideas

- Memorable characters in classic stories, folktales, and trickster tales help students gain an appreciation for fiction from other cultures.
- The elements of a story include characters, a setting, a plot, a problem, and a solution.
- Stories and folktales are identified as fictional when they are not based on true events or when they contain elements of make-believe or magic.
- Fictional stories may teach readers a lesson.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.9	W.K.3 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5	L.K.1d L.K.1f L.K.4a L.K.4b L.K.5c L.K.6	RL.K.3 RL.K.5 RL.K.9	W.K.3 W.K.8		

Kindergarten Curriculum Map

Knowledge 4: See How They Grow: Plants

Unit Summary

As they explore the world of living organisms through the study of plants, students will discover that there are over 350,000 diverse species spread across nearly every part of the earth. Through the Read-Alouds, students will gain a foundational comprehension of plant anatomy and growth processes. They will learn about the essentials plants need to survive and will be introduced to concepts such as the plant life cycle, pollination, and photosynthesis. This basic plant knowledge will pave the way for a deeper understanding of ecology and the interconnectedness of all living things, topics which will be further explored in other Kindergarten domains and in subsequent school years.

Writing Focus

Students focus on oral communication and informative writing, with the teacher acting as scribe and assisting them in their use of graphic organizers. Students compare and contrast different types of plants and seeds, as well as how various plant parts are used by people. They also draw pictures to illustrate their understanding of plant parts and the plant life cycle. Finally, students use words and phrases from the Read-Alouds to generate complete sentences.

Unit Length:
16 Days

Anchor Text: *See How They Grow: Plants* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 910L

Overall Learning Outcomes

- 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
- Write and draw information from a text
- Domain Assessment

Big Ideas

- Plants make up one kingdom in the scientific system that classifies different living things.
- There are over 350,000 diverse species of plants on Earth.
- Plants have life cycles, like other living things.
- Processes such as pollination and photosynthesis help plants grow and survive.
- The life cycles and processes of plants show that all living things on Earth are interconnected.

Standards Instructed				Standards Assessed in Formative Assessments			
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.6 RI.K.9	W.K.2	SL.K.1 SL.K.2 SL.K.4	L.K.4 L.K.4a L.K.5	RL.K.2 RI.K.2 RI.K.3	W.K.2		L.K.4

Kindergarten Curriculum Map

Knowledge 5: Moo, Cluck, Oink: Farms

Unit Summary

Students will be introduced to how farmers raise and care for their animals and crops. They will recognize that animals and plants need food, water, and space to live and grow. Students will understand the importance of farms as a source of food and products people use, as they explore images of buildings and machines that are used for production. The classic story "The Little Red Hen" and the song "Old McDonald Had a Farm" support student understanding of the seasonal rhythm of the planting and harvesting cycle and the sounds farm animals make.

Writing Focus

Students use the writing process—including researching, planning, drafting, and revising—to create a page for a class book. They also use words and phrases from the Read-Alouds to generate and combine sentences.

Unit Length:
16 Days

Anchor Text: *Moo, Cluck, Oink: Farms* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 930L

Overall Learning Outcomes

- 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
- Compare two texts to identify which one expresses an opinion
- Plan, draft, revise, and publish an opinion piece
- Domain Assessment

Big Ideas

- Plants and animals need food, water, and space to live and grow.
- Farmers have many jobs on a farm, which vary by season.
- There are special machines and buildings on farms for different purposes.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.9 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.6	W.K.1 W.K.5 W.K.6 W.K.7 W.K.8	SL.K.1	L.K.4 L.K.4a L.K.5 L.K.5a L.K.5c L.K.5d		W.K.1 W.K.5 W.K.7 W.K.8	SL.K.1	

Kindergarten Curriculum Map

Knowledge 6: Deep Roots: Introduction to Native American Cultures

Unit Summary

This domain introduces students to the concept that Indigenous people inhabited North and South America long before the Europeans settled in these areas. Students explore traditions and lifestyles of various Native American tribes, focusing on the Lakota of the Great Plains and the Wampanoag and Lenape of the Eastern Woodlands. They examine how geography influenced these cultures and also look at contemporary Native American lives.

Writing Focus

In this domain, students learn to use details to describe key concepts in informational texts, employing a graphic organizer to compare and contrast aspects of the Lakota, Wampanoag, and Lenape tribes. They illustrate and write about Native American life and describe the significance of personal traditions and celebrations. Students also generate declarative and interrogative sentences and expand sentences using conjunctions. The domain concludes with students writing and presenting an informative essay on one of the tribes they have studied.

Unit Length:
16 Days

Anchor Text: *Deep Roots: Introduction to Native American Cultures* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 820L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context
- Use details from the text to orally describe traditional food, clothing, homes, and environments of the Lakota, Wampanoag, and Lenape tribes
- Use a graphic organizer to compare and contrast traditional cultures of Native American tribes
- Explain how Native Americans keep their ancestors' languages, traditions, and practices alive today
- Write and present an informative essay
- Domain Assessment

Big Ideas

- Native Americans were the first people to live on the land that is now the United States, and many Native Americans still live here today.
- There are many different Native American tribes, each with their own traditions and ways of living.
- Geographic location influences the individual lifestyle and culture of each Native American tribe.
- The domain focuses on three Native American tribes: the Lakota, the Wampanoag, and the Lenape.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.8 RI.K.9	W.K.2 W.K.3 W.K.5 W.K.6 W.K.8	SL.K.1 SL.K.2 SL.K.3 SL.K.4	L.K.1 L.K.1b L.K.1c L.K.4a L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d	RI.K.9	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.3	

Grade K Curriculum Map

Knowledge 7: All Around the World: Geography

Unit Summary

This domain introduces students to the study of geography, helping them gain a better understanding of the world beyond the place they call home. Students learn about globes and maps, what they represent, and how to use these tools to answer questions such as where students are located, where other places are located, and how near or far these places are from students' own location on Earth.

Students identify and locate the continent they live on, as well as their country, state, and city or town. They also identify and locate the remaining six continents and five oceans on Earth, fostering a sense of curiosity about the world and its vastness. Students begin to think critically as they ask and answer questions about geographical knowledge and the characteristics of specific regions. Students learn that all people—both past and present—live differently in different geographical regions.

Writing Focus

In this domain, students use details to describe key concepts in informational texts about geography, employing drawing and writing to identify important characteristics of various world locations and describing their proximity to where students live. They choose a location to illustrate on a postcard, write an informative description of their journey, and present their postcards to the class. Students combine and expand sentences in shared language activities related to the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *All Around the World: Geography* (Read-Aloud)
Text Type: Informational
Lexile: 830L

Overall Learning Outcomes

- Describe how people live based on their geographical location
- Identify regions on a U.S. map and describe their geographical features
- Identify the country, region, state, and city or town where students live on a U.S. map
- Locate and describe states, cities, and towns on a U.S. map
- Locate Earth's seven continents and five oceans on a world map, and describe geographical details of each
- Identify the relative distance of several geographical locations from where students live
- Describe a globe and explain its purpose
- Compare and contrast globes and maps
- Write an informative description of a place
- Domain Assessment

Big Ideas

- Globes and maps are tools used to find locations and identify distances between locations.
- Earth has seven continents and five oceans, each with its own specific geographical details.
- Maps and globes can be used to identify a person's home continent, country, state, and city or town.
- All people, past and present, live differently in different geographical locations.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.7	W.K.2	SL.K.1 SL.K.2	L.K.4	RI.K.3	W.K.2 W.K.7	SL.K.2	

Kindergarten Curriculum Map

Knowledge 8: Royal Tales: Monarchs

Unit Summary

Students identify and describe royal objects associated with monarchs and explore the roles and dynamics within a royal family—including the advantages and disadvantages of being part of royalty. They relate specific poems and stories to the theme of kings and queens, demonstrating familiarity with tales like "King Midas and the Golden Touch" and recalling details from poems like "Old King Cole." Additionally, students compare and contrast characters and plot elements from "Sing a Song of Sixpence," "The Princess and the Pea," "Cinderella," and "Snow White and the Seven Dwarfs."

Writing Focus

In this domain, students enhance their oral and written communication skills as they sequence events in stories through drawing and writing. By learning the elements of narrative writing, they are able to write and illustrate stories related to the Read-Alouds and create their own narratives. Students also practice generating and combining declarative and interrogative sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *Royal Tales: Monarchs* (Read-Aloud)
Text Type: Literary/Informational
Lexile: 850L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary, including multiple-meaning words
- Describe the characters, setting, and plot of a story
- Identify the main idea of a story
- Sequence and retell story events
- Compare and contrast experiences of characters in royal families with those in non-royal families using a graphic organizer
- Identify rhyming words
- Combine ideas to make compound sentences
- Generate questions about a text
- Draw and write narrative events
- Revise writing based on peer feedback
- Domain Assessment

Big Ideas

- Throughout history, royalty has played a major role in the governance of countries around the world.
- The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and popular stories and rhymes.
- Monarchs and royal life are popular topics for poems and stories.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.3 RI.K.7 RI.K.8 RL.K.1 RL.K.2 RL.K.3 RL.K.6 RL.K.7 RF.K.2a	W.K.3 W.K.5	SL.K.1 SL.K.4 SL.K.5	L.K.1d L.K.1f L.K.2 L.K.4 L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d	RL.K.3	W.K.3 W.K.5		

Kindergarten Curriculum Map

Knowledge 8: National Icons: Presidents and American Symbols

Unit Summary

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government and the role of the president. By the end of this domain, students will be able to compare a king and a president.

Writing Focus

Students work collaboratively to identify the parts of a narrative and use temporal words to show the order of action in their writing. They use organizers as they practice writing short narratives in preparation using the writing process to plan, write, and edit a narrative about three things a new president would do. Students generate declarative and interrogative sentences and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *National Icons: Presidents and American Symbols* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 890L

Overall Learning Outcomes

- 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 narratives describing the morning routine at school and what a new president would do
- Domain Assessment

Big Ideas

- George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama are considered important presidents because of their accomplishments.
- The Declaration of Independence is a statement of America's liberty.
- The White House, the American flag, the Statue of Liberty, and Mount Rushmore are iconic American symbols.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.3 RI.K.2 RI.K.3 RI.K.8	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1d L.K.2 L.K.4 L.K.5c	RI.K.2 RI.K.3	W.K.2 W.K.3 W.K.8	SL.K.4 SL.K.5 SL.K.6	

Kindergarten Curriculum Map

Knowledge 9: Our Planet: Taking Care of the Earth

Unit Summary

Students are introduced to the importance of environmental awareness and conservation using the three Rs: reduce, reuse, and recycle. They become familiar with the earth's natural resources and how people's actions affect the environment. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes.

Writing Focus

In this domain, students will use the Read-Alouds and a variety of informational texts to plan, research, draft, and present a class book, which includes ideas for solutions to problems regarding taking care of the earth.
Students will also review writing complete sentences and work to revise and expand sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *Our Planet: Taking Care of the Earth* (Read-Aloud)
Text Type: Informational
Lexile: 920L

Overall Learning Outcomes

- 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 a text
- Write short phrases and sentences and draw pictures based on details in a text
- Create a class book about solutions to environmental problems
- Domain Assessment

Big Ideas

- People's actions affect the environment in which they live.
- Humans can help take care of the earth.
- Earth's natural resources include land, water, and air.
- Each of us can conserve Earth's resources by practicing the three Rs of conservation: reduce, reuse, and recycle.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.5 RI.K.6 RI.K.8 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.7	SL.K.1 SL.K.2 SL.K.4	L.K.1e L.K.2 L.K.4 L.K.5b L.K.5c	RI.K.1 RI.K.2 RI.K.3	W.K.2 W.K.3 W.K.7		

Kindergarten Curriculum Map

Knowledge 9: Rain and Rainbows: Seasons and Weather

Unit Summary

This unit introduces students to the concept of weather, highlighting that different regions on Earth experience varying weather patterns throughout the year. Students learn to categorize these patterns into four distinct seasons: winter, spring, summer, and autumn. They will also develop an understanding of weather's impact on daily life and activities. Students apply their knowledge through text-based discussions, directed observations, and hands-on activities such as looking at a thermometer or observing the amount of rain collected in a rain gauge.

Writing Focus

Students participate in formal writing activities where they create Weather Journals to observe, record, and predict the weather and present a weather report. They also apply their knowledge of weather patterns to provide packing advice to a relative going on vacation.
Students convey complete thoughts by converting fragments into sentences and expanding sentence stems using conjunctions.

Unit Length: 16 Days

Anchor Text: *Rain and Rainbows: Seasons and Weather* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 950L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational and literary text
- Ask and answer questions using *who*
- 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
- Apply knowledge of seasonal weather patterns to create a vacation packing plan
- Domain Assessment

Big Ideas

- Different regions of the earth experience different weather patterns throughout the year.
- Weather patterns throughout the year are called seasons: winter, spring, summer, and autumn.
- Knowing about the weather is important to our daily lives and activities.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.6 RL.K.9 RI.K.2 RI.K.3 RI.K.5 RI.K.6 RI.K.8 RI.K.10	W.K.1 W.K.2 W.K.8	SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1e L.K.2 L.K.5c		W.K.1 W.K.2 W.K.8	SL.K.5 SL.K.6	

Kindergarten Curriculum Map

Knowledge 10: Shaped by Nature: Art and the World Around Us

Unit Summary

In this domain, students learn about different kinds of art and how artists often look to nature for inspiration. They use vocabulary and details to describe key concepts in texts about art—identifying important characteristics and exploring how an artist's culture influences their work. Students also sequence events in the process of making art.

Students record information that they know, wonder, and learn about art, and identify a question about art that they'd like to research for a class book.

Writing Focus

Students learn to follow a research plan, identify a question to guide their inquiry, research facts and information to help them answer the question, organize their information, and share what they have learned with others. They also learn to recognize incomplete sentences and fragments, and practice generating and expanding various sentence types—including declarative, interrogative, and cause and effect sentences.

Unit Length:
16 Days

Anchor Text: *Shaped by Nature: Art and the World Around Us* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 570L-810L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational texts
- Use a graphic organizer to organize and retell information
- Sequence events based on information in a text
- Write and speak in complete sentences
- Plan and conduct a short research activity
- Create a class book of questions about art
- Edit writing with adult assistance

Big Ideas

- Artists draw inspiration from nature and the world around them.
- Art can take many forms, including paintings, sculptures, pottery, drawings, weaving, and skyspaces.
- When creating a portrait, artists and models work together to make choices about poses, backgrounds, colors, and featured objects. As a result, every portrait is unique.
- Researchers create plans, ask questions, and collect information to share with others.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.6 RI.K.1 RI.K.2 RI.K.7 RI.K.9 RI.K.10	W.K.2 W.K.6 W.K.7 W.K.8	SL.K.1 SL.K.4 SL.K.6	L.K.2 L.K.2a L.K.2b L.K.4 L.K.4a L.K.5 L.K.5a L.K.5c	RI.K.2 RI.K.7	W.K.2 W.K.6 W.K.7 W.K.8	SL.K.6	