Kindergarten
What should my students learn from September to November?

By the end of kindergarten grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in kindergarten have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content. This is learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

Reading Foundations	**Foundational Literacy** Teaching foundational reading skills (phonemic/phonological awareness, phonics and fluency) is paramount in kindergarten. These skills represent the building blocks of all literacy instruction that is to come in later grades and are critical in helping children learn how to read. High-quality literacy instruction for kindergarten includes all components of foundational literacy such as print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency. Research has shown that instruction in foundational literacy skills: • Is best delivered directly and explicitly using a multi-sensory curriculum that has a defined and systematic scope and sequence following a carefully designed sequence (e.g., Heggerty Phonemic Awareness Curriculum, Wilson Fundations, Recipe for Reading, etc.); • Is offered ideally 45 – 60 minutes a day to all students (with some students requiring additional instruction within specific skills and strategies) through use of a multi-sensory curriculum paired with activities related to print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency embedded into other parts of reading and writing as well as other subjects throughout the day where possible; • Includes explicit modeling with opportunities for guided and independent targeted practice; • Provides students with the opportunity to read and re-read decodable texts related to previously taught skills; • Includes modeling of fluent reading through read alouds and reading with students (e.g., choral reading) as well as listening to other children read; When teaching foundational literacy skills, two important research validated practices are direct, explicit instruction and active engagement Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction. **Direct, Explicit Instruction** In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase.

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Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	· Demonstrate the skill or strategy · Use 'think alouds' to describe how to apply the skill or strategy · Use clear, consistent, and concise language · Involve students in examples and non-examples where helpful	While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.
Guided Practice (We Do)	· Provide prompts and scaffolds to promote student success with the new skill or strategy · Provide informative and affirmative feedback · Fade prompts as students demonstrate success	The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.
Independent Practice (You Do)	· Provide students with opportunity to apply the skill independently · Monitor student understanding · Provide informative and affirmative feedback	Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.

Active Participation

It is important that we maintain a high level of student-teacher interaction through eliciting frequent responses throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participations allows students to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

The Kindergarten Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy

In kindergarten, as students develop language, you will see that they also develop phonological awareness—the understanding of how language is composed of words and word parts and how sounds are used to create these units. Over time, students show facility with this awareness by being able to blend and segment syllables and detect rhyming word pairs (Paulson, 2004). In kindergarten, as noted in the NYC DOE Pre-K to 2 Framework for Literacy, attention is also paid to phonemic awareness—the understanding that individual sounds or phonemes can be put together to form words and that words can be broken up into their component sounds as well. At the same time, kindergartners develop an awareness of how print works along with knowledge of the alphabet, including letter names/forms (Vaughn & Linan-Thompson, 2004) and their corresponding sounds will continue to develop as the year progresses. Kindergarten marks the beginning of formal phonics instruction. At the start of this process a student who has not yet learned the alphabet can be described as being in the "pre-alphabetic phase" of development (Ehri, 2005) or in Phase 1: Nonalphabetic Letter Use as a writer. They might demonstrate some concepts about print, know a few alphabet letters, be able to write letters in their own name, identify a few known words especially when accompanied by environmental cues, and speak in phrases and unelaborated sentences. It is essential that fluency skills are developed during the Kindergarten year. This includes fluency of letter recognition, letter sounds, and sight words. The latter contributes to later automatic word recognition which will support the development of overall reading fluency

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Supporting All Learners
Students of all abilities need to be able to access the curriculum being taught and may require instructional technology or IEP-driven assistive technology. In kindergarten, rich visuals can support students as they engage with texts and develop vocabulary when necessary for comprehension. Students who have been immersed in a language other than English, since birth, have complex language structures in their home language. Therefore, we must tap into their pre-existing linguistic and literacy skills and provide scaffolds that will support transference into the English language. Whenever possible, we need to make explicit metalinguistic connections between a student's home language and the English language. As an example, students may be exposed to oral story telling at home which is a necessary skill for understanding stories read aloud in texts. Also, we need to be mindful of similarities and differences in phonology and orthography between languages. For example, /s/ has the same sound in both English and Spanish; however, the /j/ sounds like an /h/ in Spanish. This is important to keep in mind as you can see how this can cause confusion for our early readers as they begin to identify, match, and produce corresponding sounds in reading, writing, and speaking.

Special note for blended and remote instruction
Teaching of foundational literacy skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of foundational literacy skills and research proven approaches, instruction in foundational literacy skills should be prioritized for synchronous instruction on any days a student is receiving remote instruction. This creates the conditions for the teacher to deliver instruction related to foundational literacy employing research validated approaches. View this resource for tips on how to teach foundational literacy skills remotely: Routines for Teaching Remotely.

Using this Learning Map
Below you will find the teaching and learning experiences that most kindergarten students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around.

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	What will the learning look like? *In the beginning of the year, kindergarteners have the learning experiences below.*	**What pedagogical practices can support this?** *Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*
Phonological/ Phonemic Awareness *The teaching and learning reflected here is connected to* *Priority Learning Standards* *KRF2*	**Students are provided with opportunities to:** **Hear and Identify Sounds** • Work on listening carefully to sounds (ambient, word/syllable/onset-rime/phoneme levels) • Recognize, isolate, and identify sounds (ambient, word/syllable/onset-rime [includes rhyming]/phoneme levels) **Sound and Word Discrimination** • Recognize, isolate and identify whether sounds (ambient, word/syllable/onset-rime/phoneme levels) are the same or different	**Teachers may:** **Hear and Identify Sounds** • Ambient: Have students listen to sounds in the environment and have students identify what they are. e.g., knocking on the door, a firetruck, and/or birds chirping. • Word Level ○ Sentence Segmentation: Have students do a movement (e.g., tap, clap, jump) one time for every word in a sentence. • Syllable Level ○ Syllable Identification: Have students do a movement (e.g., tap, clap, jump) one time for every syllable in a word. • Onset-rime Level ○ Recognize: Say a few words, ask students to determine whether two words rhyme. ○ Generate: Say a word, ask students to say a word that rhymes. ○ Read aloud books, poems and nursery rhymes aloud with rhyme patterns and alliteration. Students identify rhyming words and explain what makes them rhyme. • Phoneme Level: ○ Isolation: Say a word, ask students what sounds they hear. **Sound and Word Discrimination** • Ambient: Have students listen to sounds in the environment and have students identify if they are the same or different. • Word Level: Say a set of three to four words aloud and have students identify if words that are the same or different.

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- Onset-rime Level

  - Categorization: Say a set of three or four words, ask students to find the word that does not rhyme.

  - Blending: Give students a word broken into onset-rime and ask them to blend the sounds together create the whole word. e.g., "What whole word am I trying to say: /c/.../at/?"

  - Alliteration: Teach students sentences with words that start with the same letter; have students create more sentences. e.g., "Sally sells seashells by the seashore. Let's make a silly sentence like this with /m/ words."

  - Identify the first sound in a word (University of Oregon CTL)

- Phoneme Level:

  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant) words. (National Center on Intensive Intervention)

  - Identify: Given a word, ask students to select the word that has a common sound from a set of three or four different words. e.g. "Say cat. Which word has the same first sound as cat: fan, map or cup?"

  - Categorization: Given a set of three or four words, ask students to recognize the word that has a different sound. e.g., "Which word does not belong: did, cat and dug?"

  - Blending: Given a word separated into phonemes, ask students to combine the sounds to form a whole word; Model using a movement like tapping or sweeping when doing this. e.g., "What word is /c/ /a/ /t/?"

  - Segmentation: Given a whole word, ask students to separate the word into individual phonemes and says each sound. e.g., "How many sounds in cat? Can you say them sound by sound?"

  - Teacher models using manipulatives such as sound circles or different colored tiles to identify sounds heard in words; These Resources at Home contains ideas for how to support this in remote settings.

  - Elkonin boxes build phonological awareness skills by segmenting words into individual sounds, or phoneme

  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant) words. (National Center on Intensive Intervention

- For additional guidance on phonemic awareness, visit these short professional learning videos: Phonological and Phonemic Awareness and Beginning Phonemic Awareness.

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Concepts of Print	Students are provided with opportunities to:	Teachers may:

The teaching and learning reflected here is connected to *Priority Learning Standards* *KRF1*	**Functions of Print**
	• Learn that print carries meaning
	• Understand that print can be used for various purposes
	• Recognize that print corresponds to speech
	
	Conventions of Print
	• Recognize that printed words are represented in written language by specific sequences of letters
	• Understand that printed words are separated by spaces.
	
	• Recognize that text is read from left to right and from the top of the page to the bottom of the page, page by page.
	
	Book Conventions
	• Identify the front cover, back cover and title page of a book
	
	• Learn that a book is held right side up and pages are turned one at a time from front to back
	
	• Learn what an author and illustrator does
	
	Letter Knowledge
	• Recognize and name all uppercase and lowercase letters in the alphabet.
		Functions of Print
		• Explore a variety of print and its uses. e.g., signs, logos, labels, books, texts, etc.
		• Label materials, centers, etc. in the classroom with students. Have parents label items around the house.
		• Point and/or track print while reading to students.
		
		Conventions of Print
		• Provide verbal and non-verbal cues to direct students' attention to print. Explicitly teach:
		    ○ *Concept of Word:* Point to a word. Say, "This is a word." Point to another word. Say, "This is another word."
		    ○ *Word Boundaries:* Point to the empty space between two words. Say, "Words are separated by empty spaces."
		    ○ *Text Directionality:* Open the book and point to the top left of the page. Say, "I'm going to start reading the page here and then I'll go this way." Sweep to the right with your finger. Read aloud and point/track the print as you read.
		
		Book Conventions
		• Show the front cover of a book. Explain that you can find the author's and illustrator's names on the cover.
		• Point to the title. Say, "The title is the name of the book." Explain that the title is the name of the book.
		• Show the students the front cover of a book. Say, "We start reading a book from the front. We turn one page at a time." Model turning the pages.
		• Demonstrate and provide ample opportunities for practice on how to use digital tools to read ebooks such as opening the ebook, turning the pages, using audio function to read text aloud, and picture dictionary.
		• Engage in conversations with students about who the author and illustrator are and what they do.
		
		Letter Knowledge
		• Recite or sing the alphabet with students.
		• Read alphabet books to students.
		• Give students the opportunity to manipulate alphabet letters using letter tiles or magnets; Check out this At Home Resources to teach this remotely.

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Phonics	**Students are provided with opportunities to:**	**Teachers may:**

The teaching and learning reflected here is connected to *Priority Learning Standards* *KRF3*	**Alphabetic Principle**
	• Understand that letters represent speech sounds
	
	• Produce the most common sounds associated with individual letters
	
	Word Recognition
	• Begin to decode some VC and CVC words
	
	• Begin to read common high-frequency words by sight
		Alphabetic Principle
		• Use phonogram and key word cards cumulatively to teach letter-sound correspondence every day. Teacher explicitly models letter and sound for each with opportunity for guided practice immediately following and immediate affirmative feedback when necessary.
		• Learning Letter/Sound Identification (National Center on Intensive Intervention).
		• Explicitly teach manner and place of articulation by prompting students to look at mouth position when producing individual speech sounds.
		
		Word Recognition
		• Use blending routines to teach students how to string together letter sounds of words:
		   o Sound-by-sound (for introducing blending only): The word is sat. Write or display the letter s, point to it and say the sound, /s/. Write or display the letter a, point to it and say the sound, /a/. Slowly slide your finger under the two letters and blend the sounds to form /sssaaa/. Repeat more quickly /sa/. Write or display the letter t, point to it and say the sound /t/. Slowly slide your finger under all three stringing the sounds together to form /sssaaat/. Repeat at a faster pace and say "sat".
		   o Continuous (for after students have had some practice with blending): Write or display the word sat. Slowly run your finger under the letters as you string each sound. Do not pause between sounds: /sssaaat/. Go from a slower pace to a bit faster: /sssaaat/, /ssaat/, /sat/. Then tell students the word is sat.
		• Focus instruction on letters and/or letter patterns when teaching high frequency words.
		• Teaching High Frequency Words (Blevins, 2006)

Fluency	**Students are provided with opportunities to:**	**Teachers may:**

The teaching and learning reflected here is connected to *Priority Learning Standards* *KRF4*	**Automaticity**
	• Letter-naming fluency
	• Read pre-decodable texts to practice reading high frequency words taught in lessons
		Automaticity
		• Letter-naming fluency:
		   o Display multiple rows of 5 letters previously taught. Say, "Today we will practice saying the letter names fast." Point to each letter. Say its name. See how many letters students can name in one minute.
		   o Letter Sound Identification:Beat the Clock (National Center on Intensive Intervention)
		• Word Recognition:

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		o Use pre-decodable texts that incorporate repetitive language and high frequency words previously taught.
	Prosody & Rate • Listen to fluent reading through read alouds • Engage in both choral (reading together with the teacher) and echo (teacher reads then student reads) through shared readings	**Prosody & Rate** • Read books aloud and/or engage students in choral and echo reading throughout the day to model fluent reading and build fluency. • Provide multiple opportunities for students to listen to and engage with the same text. • Create extensions so that students can practice reading fluently with a buddy (buddy reading). For example, after reading a repetitive text like Brown Bear, partners "read" familiar parts with expression.

Reading Comprehension	**The Kindergarten Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy** The development of reading comprehension is intertwined with the development of language and vocabulary, foundational literacy skills and writing. As noted in the NYC DOE Pre-K to 2 Framework for Literacy, language is at the core of literacy development for Kindergarteners. Reading for kindergarteners must include immersion in spoken/oral language through rich discussions, frequent storytelling, and engaging play. Comprehension is develop and enhanced through the work around storytelling and reading aloud. Creating an environment where students are immersed in rich, diverse literary and informational text through read alouds, shared reading and interactive reading enables kindergartners to acquire knowledge of basic story structure, hear what fluent reading sounds like, build knowledge and develop language. Kindergarteners should experience a balance of both literary and informational texts in both classroom instruction and environment and engage in experiences that help them develop Lifelong Practices of Readers and Writers. While this balance of text is important, it is of equal importance that texts easily accessible for students throughout the day and at home, meaningful and connected to instructional themes and feature authentic and cultural diversity. When selecting texts, it is important to consider the kinds of texts that will engage students meaningfully and support their learning around a particular theme or topic. As noted above, foundational literacy skills are critical for reading developing. It is important to note that kindergarteners do not use letter-sound relations to read and write words. Rather, memory for visual, nonalphabetic cues supports their reading and writing. Vocabulary development, too, is inextricably linked to comprehension, and it is a crucial pillar of literacy development. During the Kindergarten year, children learn a great number of new words, use learned words in new contexts as they engage with texts and find new ways to understand the world around them and express their ideas, thoughts, and feelings. **Pedagogical Practices** When teaching literacy skills, two important research validated practices are direct, explicit instruction and active engagement Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction. **Direct, Explicit Instruction** In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an

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explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase.

Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	· Demonstrate the skill or strategy · Use 'think alouds' to describe how to apply the skill or strategy · Use clear, consistent, and concise language · Involve students in examples and non-examples where helpful	While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.
Guided Practice (We Do)	· Provide prompts and scaffolds to promote student success with the new skill or strategy · Provide informative and affirmative feedback · Fade prompts as students demonstrate success	The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.
Independent Practice (You Do)	· Provide students with opportunity to apply the skill independently · Monitor student understanding · Provide informative and affirmative feedback	Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.

Active Participation
It is important that we maintain a high level of student-teacher interaction eliciting frequent responses throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participations allows students to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

Special note for blended and remote instruction: Teaching of literacy skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of literacy skills and research proven approaches, these components of literacy instruction should be prioritized for synchronous instruction on any days a student is receiving remote instruction. Where appropriate, you will notice links to digital resources throughout this section that may be used to support reading comprehension. These resources may be used to complement your school's shared, inclusive and digital curriculum.

Using this Learning Map
Below you will find the teaching and learning experiences that most kindergarten students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given

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curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.

	What will the learning look like? *In the beginning of the year, kindergarteners have experiences that support the learning below.*	What pedagogical practices can support this? *Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*
Reading Behaviors, Routines and Habits *The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.*	**Students are provided with opportunities to:** **Behaviors** • Differentiate print from pictures • Hold the book and turn pages correctly • Read words from left to right • Begin to point to each word (one to one correspondence) • Remember and use language patterns • Locate both known and unknown words **Routines and Habits** • Self-select books based on interest • Read familiar books together with the teacher and other students • Engage in partner reading	**Teachers may:** **Behaviors** • Provide verbal and non-verbal cues to direct students' attention to print. • Use shared reading to model pointing and tracking print while reading with students. • Demonstrate and provide ample opportunities for practice on how to use digital tools to read ebooks such as opening the ebook, turning the pages, using audio function to read text aloud, and picture dictionary. • Use pre-decodable and predictable texts to model during shared reading. **Routines and Habits** • Establish a classroom library which includes picture books, informational texts, pre-decodable, predictable and decodable books within a range of topics and representative of the cultures and interests of the students. • Set up a book shopping schedule/system. • Utilize accessible digital collections such as Sora, Epic!, MyOn. • Establish how partnerships read together (e.g., take turns, provide each other support) and model for students; Use a fishbowl to highlight strong partnerships with the class. For further ideas visit: Reading Rockets: Paired Reading • Establish how partners turn and talk to each other. Teacher provides a question and have students talk to their partners about the question: Partners sit together, establish eye contact, and take turns stating their response and listening to their partners response. For ideas on how to scaffold these conversations you can visit: Children's Literacy Initiative (CLI): 6 Easy Ways Improve Turn & Talk for Student Language Development.

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	• Engage in discussions about texts, focus on listening to others, turn taking and staying on topic	• Set up remote reading partners; Have students video conference their reading partner to read together using Structured Partner Responses. o Try having students record short videos to share with their reading partner. • Model use of conversational prompts that support focused listening as well as turn taking, e.g. "I heard you say… I think…" • While video conferencing, give students opportunities to discuss the texts. Teach students to use features like the "raise hand feature" to promote turn taking. • Use big books, familiar books and ebooks to engage students in read alouds, shared readings, echo and choral reading.

Comprehension
 	
The teaching and learning reflected here is connected to Priority Learning Standards
KR1
KR2
KR3
KR4
KR 7/8
KSL1
KSL2
KSL3
KL6
	Students are provided with opportunities to:
	
	Building Language and Knowledge
	• Explore and read diverse texts connected to a similar topic or theme
	
	• Listen to stories and stop to talk about the story (interactive read aloud)
	• Participate in text discussions with peers and adults
	• Discuss knowledge gained from books read as a class
	• Build knowledge-base and vocabulary on grade appropriate content area topics and themes
	
	Integration of Knowledge and Ideas/Comprehension
	• Share how books read are like experiences from their own lives and the world around them
		Teachers may:
		
		Building Language and Knowledge
		• Choose high-quality, diverse texts offering a wide variety of topics and genres, such as folk tales, fantasy, informational books, narrative non-fiction and poetry. Ensure that these texts are representative of the cultural diversity in your classroom.
		• Select texts on a similar topic or theme as a way of building knowledge and creating familiarity. (E.g. friendship, school community, families, etc.). For more ideas about book selections, refer to the following resource: Children's Literacy Initiative: Getting Started with Intentional Read Aloud
		• Read rich literary texts of varying complexities with student's multiple times; Make paper and ebooks available to students to read at home.
		• Provide students with opportunities to respond to stories by answering and asking questions, discussing ideas, and relating events to personal experiences; Check out these Resources for Active Participation.
		• Select a small set of high utility academic words from the texts read aloud, that are related to the big ideas of the text, and/ or the content; Model word learning strategies; Provide ample opportunities for students to use these high utility words in their conversations about the text.
		
		Integration of Knowledge and Ideas/Comprehension
		• Using a think aloud, model making connections between:
		    o Events, characters, and actions in the story to specific life experiences.
		    o Topics in informational texts and prior knowledge.
		• Select texts that students can connect with that are reflective of students' rich background and cultures to tap into prior knowledge.

- Answer questions and prompts and ask questions about texts read

- Describe how illustrations/photographs and the text are related

- Make logical predictions and support inferential thinking before, during and after reading (listening to a story)

Informational Texts
- Identify topics of informational texts
- Practice retelling, discussing and writing using a combination of pictures, letters, words and dictation the main topic and facts learned

- Identify facts in informational texts

Literary Texts
- Practice retelling the sequence of events in a story (beginning, middle and end)

- Connect with prior knowledge to build schema in your book introduction. E.g., Introduce briefly what the book is about (a family), state your connection to the text (I know already a lot about families that will help me understand this book better) and activate students' prior kno[...] know about families).
- Provide students with opportunities to respond to stories by answ[...] ideas, and relating events to personal experiences.
    o Provide sentence frames to support responses. For example, a sentence frame might say, "This made me think..." or "This reminded me of..."
- Physical Distance Response Formats (Anita Archer, 2020)
- Use dialogic reading to build awareness of story structure, foster engagement and incorporate active strategic processing of a text
    o Use the CROWD prompting and PEER sequence techniques to scaffold instruction.
- Have students look through these books in partnerships and encourage them to use the illustrations and vocabulary as they "read" together.
- Encourage students to video conference their remote reading partner to "read" together; Review this resources for more ideas: Structured Partner Responses.
- Explicitly model generating predictions and inferential thinking using think alouds; ask students to collaboratively make predictions and infer before, during and after reading.
    o Record predictions and return to see whether predictions were correct.

Informational Texts
- Use a think aloud to model thinking about how to determine a topic of an informational text; Have students practice this as a whole group or with a partner.
- Ask questions to support students in determining the topic and what is most important as they read, such as, *What is this book, page mostly about? How do we know?*; Illicit responses such as, *The title says Spider and there are photographs about spiders*.
    - Provide stopping points during reading where you have students stop, think, and discuss what information did they just learn about the topic prior to writing.
    - Give students concept maps to record facts from informational texts; Explicitly teach and model the use of concept maps; Use this resource to create digital concept maps.
    - Have students use apps that allow them to write and draw pictures; Use interactive tools like Google Jamboard.

Literary Texts

- Identify story elements in literary texts (character, setting, events)

Craft and Structure
- Distinguish between informational and literary texts
  - Literary: picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folktales, tall tales, etc.
  - Informational: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, etc.
- Learn about the features of literary texts
  - Who is in the story? (characters)
  - Where and when do the story takes place? (setting)
  - What happened in the story? What happened in the beginning, middle and end of the story? (beginning to understand plot)
  - What is this story mostly about? (beginning to understand theme)

    What does the character want? What problem is the character facing? (beginning to understand problem solution)
- Learn about the features of informational texts:
  - Photographs rather than illustrations
  - Headings
  - Captions
  - Table of contents

- Model and guide students in tracking what happened in the beginning, middle, and end of a story; Teach students to use concept maps to track this.
- Explicitly teach students about story elements; Model the use of concept maps to track story elements.
- Use a think aloud to model thinking about what a story is mostly about or what a character wants. Have students practice this as a whole group or with a partner.
  - While video conferencing, select some students to practice while others listen. Use break out rooms (where adults are available) or form smaller groups of students to do this.

Craft and Structure
- Point out features and characterisics of informational and literary texts explicitly. Make comparisons between the two. What is the same? What is different?
- Co-construct anchor charts with examples of each, using visuals and words; Follow these directions to use Flipgrid to make digital anchor charts.
- Explicitly call out story language found in familiar literary texts (once upon a time) as phrases and vocabulary we expect to find in story books.
- Explicitly call out of informational texts, such as photographs rather than illustrations, headings and captions and how they can support and extend the meaning of the text.
- Explicitly teach students about each story element and how they can support and extend the meaning of the text.

- Explicitly teach each feature of informational texts and how they can support and extend the meaning of the text.

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Writing	**The Kindergarten Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy**
	At the same time, students in kindergarten develop foundational literacy, reading and language skills, they must be exposed to written language. This can be done through reading aloud, shared reading and shared/interactive writing. Students see, through these activities, how spoken and written language are linked—that what we say can match those tiny black squiggles on the page (Pullen & Justice, 2003); however, they do not use letter-sound relations to write words. Rather, memory for visual, nonalphabetic cues supports their writing.
	As readers progress to the next phase of reading development, referred to as the "partial-alphabetic phase" (Ehri, 2005) or Phase 2: Partial-alphabetic Writing, they acquire knowledge of upper and lowercase letter names or sounds and are able to use these to invent partial sound spellings of words and to remember how to read words using partial letter-sound cues, such as initial and final letters. They can identify some consonant and vowel phonemes in words. They may know how to write a few words but they have difficulty remembering correct spellings of words and decoding new words because they lack full knowledge of letter-sound relations and phonemic awareness.
	Creating written language forms is also a key part of this year's literacy developmental journey. Time must be set aside to ensure kindergartners have strong and thoughtfully planned opportunities to write narratives, opinions, and informative/explanatory texts. In terms of composition (Ray & Glover, 2008), students in kindergarten are using what they know about print to create their own texts. This usually involves the exploration and extension of their oral language through drawing, storytelling, dramatization, and dictation. At the same time, these students are putting their alphabetic knowledge to use as they work to transcribe or encode the sounds they hear in the words that they want to put down on paper. As described by Gentry (2006), this transcription process starts out as "precommunicative" where the writing must be interpreted by the student in order to be "read" because letters do not represent sounds in the words written. Over the course of the year, transcriptions typically become "semiphonetic" where the letters written on the page begin to represent salient sounds heard in the words being used, though they may not be correct conventionally. Much needs to and does happen during the kindergarten year regarding literacy development. These young students are exploring and extending their oral language abilities and seeing how spoken language connects to print. They see that they can write those sounds down in the form of letters and words and that those words lead to meaning and understanding.
	Pedagogical Practices
	When teaching writing skills, two important research validated practices are direct, explicit instruction and active engagement Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction.
	Direct, Explicit Instruction
	In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase.

Lesson Phase	Teacher Activities	Tip for Remote Instruction

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Modeling (I Do)	· Demonstrate the skill or strategy · Use 'think alouds' to describe how to apply the skill or strategy · Use clear, consistent, and concise language · Involve students in examples and non-examples where helpful	While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.
Guided Practice (We Do)	· Provide prompts and scaffolds to promote student success with the new skill or strategy · Provide informative and affirmative feedback · Fade prompts as students demonstrate success	The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.
Independent Practice (You Do)	· Provide students with opportunity to apply the skill independently · Monitor student understanding · Provide informative and affirmative feedback	Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.

Active Participation

It is important that we maintain a high level of student-teacher interaction through eliciting frequent responses throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participations allows students to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

Special Note for Blended and Remote Instruction

Teaching of writing skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of writing skills and research proven approaches, these components of literacy instruction should be prioritized for synchronous instruction on any days a student is receiving remote instruction. Where appropriate, you will notice links to digital resources throughout this section that may be used to support writing instruction. These resources may be used to complement your school's shared, inclusive and digital curriculum.

Using this Learning Map

Below you will find the teaching and learning experiences that most kindergarten students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning

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experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
  - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	What will the learning look like? *In the beginning of the year, kindergarteners have experiences that support the learning below.*	What pedagogical practices can support this? *Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*
Writing Behaviors and Routines *The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of*	**Students are provided with opportunities to:** **Emergent Writing** • Contribute ideas for collaborative class writing (shared writing) • Practice handwriting and writing new letters • Write using a combination of pictures, letters, words and dictation • Label pictures using letters and/or words	**Teachers may:** **Emergent Writing** • Have students create a class text based on shared experience or study and guide the class to decide what to write for each sentence; Try this book builder to create digital writing. • Have students "share the pen" with the teacher to write familiar words, letters or other aspects of texts to a class authored writing piece (interactive writing). • Use multi-sensory approaches like having students write using dry erase with lines labeled with pictures, have students sky write and trace letters in sand, water or the palm of their hand. • Model how to write letters and describe your strokes. • Model writing for students using a combination of pictures and words; Use a think aloud to tell students about your process; Use interactive tools like Google Jamboard. • Provide students with varied sentence frames to be used only as needed; Model the use of sentence frames: Digital frames can be provided within student engagement platforms such as Nearpod that allow teachers to provide sentence frames for students to complete the writing. • Explicitly teach students to label pictures using a sample text through modeling; Have students practice together and offer feedback; Use interactive tools like Google Jamboard.

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the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.		• Provide students with opportunity to "read" back their writing using their pictures and labels; Using video conferencing, have a few students "read" their writing; Use break out rooms (where adults are available to support) or form smaller groups of students to do this.
	The Writing Process • Begin to learn about the writing process • Examine texts read as mentors for writing	**The Writing Process** • Explicitly teach students the parts of the writing process; Develop an anchor chart that illustrates the writing process and display/post it where students can access it; Follow these directions to use Flipgrid to make digital anchor charts. • Create a class chart where students can keep track of where they are in the writing process; Make it digital so students can access it both in school and at home.
	Rehearsing: Finding Ideas and Preparing to Draft • Brainstorm/share ideas to write about	**Rehearsing: Finding Ideas and Preparing to Draft** • Model brainstorming ideas for the students and as a group, ask students to contribute their ideas. • Offer concepts maps to help students organize their ideas for writing; explicitly teach and model how to use maps; Use this resource to create digital concept maps. • Use a think aloud to demonstrate how to choose an idea to write about. • Share ideas for writing with a partner. Use Think, Pair, Share, as routines used to think about their ideas and tell their partners about their ideas before writing. o Set up remote partnerships; Encourage students to video conference with their partner.
	• Choose topics to write about	• Give students tools that help them organize their ideas like concept maps; explicitly model the use of these tools. • Provide different paper choice aligned to the type of writing, e.g. three-page booklets for narrative stories (beginning, middle, end); Offer students digital tools like: Padlet to Organize Ideas.

	• Plan for writing by organizing thinking using a combination of pictures, letters and words	• Support students with orally rehearsing their stories, e.g. tell your story across your fingers, across the pages of your booklet, sketch across the pages.
		   o Have students practice this by featuring a few students during a video conference and having them practice with their partner or a family member. Students can record the practice with family member if done asynchronously using FlipGrid and share directly with the teacher and classmates.
		   o Try this resource for remote instruction: Structured Partner Responses.
		• Identify the type of academic language (vocabulary and language structures) expected in the genre. Model using the academic language (words and language structures) expected in the student's writing.

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Draft

- Write first drafts using a combination of pictures, letters and words

Revise

- Make their writing better by adding details, labeling pictures, adding a title, etc.

- Confer `with the teacher to learn how to make their writing better

- Give feedback to partners

Edit

- Check and fix writing for correct spelling of developmentally appropriate words, capitalization at the beginning of sentences and for names and ending punctuation.

Publish

- Select pieces of writing to publish
- Share published pieces with others

Draft

- Explicitly teach students that writers draft after they plan and organize their ideas; Show students the difference between notes for planning and the kind of writing in drafts.

Revise

- Use a mentor text to explicitly teach students how to revise drafts through modeling.
- Show students how to use the peers and texts as language resources to support their own writing; Students can use words and ideas for their writing from mentor texts.
- Create a checklist that guides students in revising their writing; Model and guide students in how to use it; Monitor that students are using it when writing independently and making revisions.
    - Refer to checklists during conferences to reinforce student use.
    - Make the checklist digital so students can access it at school or at home; Use Google Keep to share checklists with students.
- Teach students rules for giving a partner feedback; Create an anchor chart that illustrates the rules for giving feedback and display/post it where students can access it.
    - Provide students with sentence stems to give each other feedback. E.g, "I like the way you...."
    - Try having students record short videos to share with their writing partner.

Edit

- Use word walls and alphabet charts to edit for spelling.
- Create and model the use of an editing checklist which includes words and visuals.
- Establish writing partners and remote writing partners for peer editing using the checklist.
    - Establish a structure for students to share their writing with remote writing partners and give/receive feedback.
- Explicitly show how you stretch out labels with only one initial sounds into words with more sounds/ letters.

Publish

- Use a think aloud to model how to select a piece to publish.
- Explicitly teach students the difference between drafts and published pieces; Show student examples of each.
- Give students the opportunity to share with writing with the different audiences. E.g, the class, a partner, their family or another class.
- Have students record short videos of them sharing their writing.

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	Students are provided with opportunities to:	Teachers may:

Informative/ Explanatory
 	
The teaching and learning reflected here is connected to [Priority Learning Standards](#) KW2 & KW7/8
 	
These learning experiences are only expected if informative/ explanatory writing is taught during this timeframe.
	Immersion
	• Learn that informational writing teaches about something
	• Learn features of informational writing like:
	  ○ Pictures
	  ○ Charts
	  ○ Facts about a topic
	  ○ Answers questions about a topic
	
	Informational Writing Experiences (Following the writing process)
	• Brainstorm topics to write informational texts about
	• Brainstorm big ideas about their selected topic
	• Select topics to write about
	
	• Think about details related to a topic selected for writing and write about those details using a combination of pictures, letters, words and dictation
	• Write informational texts about a topic with details using a combination of pictures, letters and words
	
	• Revising by adding details like:
	  ○ Facts or examples
	  ○ Important information
	  ○ Information a reader might not know about a topic
		Immersion
		• Explicitly teach students that informational writing teaches about something.
		• Expose students to a variety of informational texts and ebooks to serve as mentors for this type of writing.
		• Chart features of informational texts with students; Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts.
		• Have students record what they learned from informational texts.
		
		Informational Writing (Should be taught using the writing process)
		
		• Use a think aloud to model brainstorming topics to write informational texts; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps.
		• Write class list where you record children's ideas for writing informational texts
		• Choose a topic to write a class informational text about; Have students vote
		• Give students concept maps to record their topic and details before writing to support planning.
		• Use a think aloud to model thinking about details related to a topic; Use a concept map to model writing your topic and details using a combination of pictures and words.
		• Model writing an informational piece through shared writing; Use think alouds to model your process; Have the whole class participate in shared writing about a topic they have been studying and already have "shared" background knowledge.
		• Use a think aloud to model thinking about why specific facts, examples or information were used to revise the mentor text.

Opinion *The teaching and learning reflected*	**Students are provided with opportunities to:** **Immersion** • Learn what an opinion is (e.g., I like chocolate ice cream)	**Teachers may:** **Immersion** • Explicitly teach students what an opinion is. • Expose students to a variety of opinion texts and ebooks to serve as mentors for this type of writing.

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here is connected to
 	
Priority Learning Standards KW1 & KW7/8
 	
These learning experiences are only expected if argument writing is taught during this timeframe.
	Opinion Writing (Following the Writing Process)
	• Brainstorm and share opinions about familiar topics or experiences
	
	• Share reasons to support opinions (e.g., I like chocolate ice cream because it tastes good!)
	• Organize writing by giving an opinion and two reasons
	
	• Write about opinions and reasons using a combination of pictures, letters or words
	
	• Revising by adding details like:
	  o Examples
	  o Important information
		• Chart features of opinion texts with students; Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts.
		
		Opinion Writing (Should be taught using the writing process)
		• Use a think aloud to model brainstorming opinions about familiar topics; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps.
		• Create a class list where you record children's opinions (Our favorite foods).
		• Use a think aloud to model sharing reasons to support opinions; Give students the opportunity to practice with a partner.
		  o Using video conferencing, select a few students to practice; Set up remote partnerships and encourage students to video conference their partner.
		• Give students sentence frames; Model the use of sentence frames; E.g., I like _____ because _____.
		• Model organizing writing by giving an opinion and two reasons using a concept map.
		• Give students a concept map to organize their writing by giving an opinion and two reasons after modeling how to do this.
		• Write a opinion piece as a class; Guide students in choosing sentences; Share the pen with students to write familiar letters or words;
		  o Have students co-create digital texts; Try this book builder to create digital writing.
		• Create an anchor chart that illustrates features students should include in their opinion writing; Display/post it where students can access it; Monitor student use during independent writing
		• Explicitly teach and model how to revise writing using a mentor text.

Narrative
 	
The teaching and learning reflected here is connected to
Priority Learning Standards KW3
	Students are provided with opportunities to:
	
	Immersion
	• Learn that narrative writing is real or imagined stories
	• Learn features of narrative writing like:
	  o Characters
	  o Setting
	  o A beginning, middle and end
	  o Dedication pages
		Teachers may:
		
		Immersion
		• Explicitly teach students what narrative writing is.
		• Expose students to a variety of narrative texts and ebooks to serve as mentors for this type of writing.
		• Chart features of narrative texts with students; Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts.

Please note, teachers must follow copyright permissions posted on each website provided.

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These learning experiences are only expected if narrative writing is taught during this timeframe.	Narrative Writing Experiences (Following the Writing Process)	Narrative Writing (Should be taught using the writing process)
	• Brainstorm ideas for narrative writing based on familiar events • Plan for narrative writing by thinking about the sequence of events • Plan for narrative writing by choosing characters and a setting • Write narratives with characters, a setting and sequence of events using a combination of pictures, letters, words and dictation • Revise stories by adding details using a combination of pictures, letters and words about characters and setting	• Use a think aloud to model brainstorming ideas for narrative writing related to familiar experiences; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps. • Write class list where you record children's ideas for writing narrative texts. • Use a think aloud to model thinking about a sequence of events to write a narrative; Use a concept map to record your sequence of events and model this for students. • Ask students to tell their story to a partner. E.g., Tell the story across your fingers; Model doing this before asking students to try it. o Have students practice this by featuring a few students during a video conference and having them practice with their partner or a family member. • Give students concept maps to record their narrative's sequence of events before writing to support planning; Teach students how to use this. • Use a think aloud to model thinking choosing characters and a setting to write a narrative; Use a concept map to record their characters and settings. • Ask students to tell a partner about their characters and setting. • Give students concept maps to record their characters and setting before writing to support planning; Teach students how to use this. • Write a narrative story as a class about a familiar topic. • Create an anchor chart that illustrates features students should include in their narrative writing; Display/post it where students can access it; Monitor student use during independent writing • Explicitly teach and model how to revise writing using a mentor text.

Language/ Vocabulary Development	The Kindergarten Experience Language development and vocabulary are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making. Research has linked strong oral language development with reading comprehension. Developing student's oral language, listening and speaking skills, will support students with their reading comprehension and their writing The components that make up oral language – syntax, phonological skills, morphological skills, pragmatics, and semantics/ vocabulary- all have implications for literacy instruction. (Lesaux and Harris, 2015).

In the beginning of kindergarten, most students come to school with experiences that foster the oral language used in everyday social settings (social language register). Providing students with ample opportunities throughout the day to continue to develop their oral social language by strategically creating experiences where students expand their vocabulary and use more complex sentences and phrases through dialogue with their peers and their teachers is pivotal.

Many kindergarten students do not come to schools with the experiences that foster academic language register, the language needed to be successful in an 'academic' setting, or a school setting. This is the language students encounter as they navigate through texts that are comprised of more sophisticated vocabulary and complex sentences in their content classes. From the beginning of school, students must be immersed in opportunities to access, comprehend, and express their content understandings in concise and precise ways. Providing kindergarten students with interactive learning opportunities where they can expand their knowledge around meaningful content as they build their academic language is crucial. We must leverage language and vocabulary development throughout cross-content instructional opportunities. Thus, the learning experiences not only cultivate language, but they also exemplify a knowledge-building process -- a cornerstone for lifelong learning.

Using this Learning Map
Below you will find the teaching and learning experiences that most kindergarten students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.

	What will the learning look like? *In the beginning of the year, kindergarteners have experiences that support the learning below.*	**What pedagogical practices can support this?** *Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*
Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing	**Students are provided with opportunities to:** **Word Meaning** • Learn new words and phrases through conversation, reading and being read to	**Teachers may:** **Word Meaning** • Select a small set of general academic words to be deeply studied such as words that are frequently used in read alouds and shared reading texts, important in thinking about and discussing the big ideas in text, central to the understanding of the text and the content being studied or have utility across content areas. For ideas on how to select words, refer to: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School pages 16-30.

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The teaching and learning reflected here is connected to *Priority Learning Standards*		

	• Begin to understand new words using familiar words
	• Begin to understand some inflected endings and affixes, e.g. –s. Change to Begin to make connections between words that have common suffixes – plural /s/ such as ball and balls
	
	Word Relationships
	• Begin to identify and sort common objects into basic categories
	• Use words to identify and describe the world around them
	
	Grammar and Conventions
		• Use an instructional routine to teach new vocabulary that follows the steps below:
		   ○ Introduce the word
		   ○ Present a student-friendly explanation
		   ○ Illustrate the word with examples
		   ○ Check students' understanding
		   ○ Review the words
		• Provide students with time and space to notice and discuss interesting words.
		• Explicitly teach and model different ways to demonstrate understanding of targeted words such as drawing, acting out a word, attaching movement to a word or explaining what the word means in your own words. Provide students with multiple opportunities for practice. Students can record themselves and share via digital tools such as Flipgrid, or emailing a photo or video for teacher to upload and share/ discuss during synchronous class meeting (Zoom or Google Meet).
		• Model using new words in discussion and writing; Have students practice this; Increase opportunities for oral use by providing new words in questions.
		• Have students work in pairs and create examples of newly acquired words. What would this look like remotely? Students may use Flipgrid to create a video where they show the word, a partner thinks of another word and responds of the word they made. Structured Partner Responses
		• Reinforce new words through spaced practice with examples and non-examples; E.g., Is a rock sturdy? That is sturdy! Is a building sturdy? That is sturdy! Is a snowman on a hot sunny day sturdy? That's not sturdy!
		• Have students "guess" to infer what the word might mean using context clues; E.g., Ask students, "What word makes sense?"
		• Model breaking words into meaningful parts by looking at the parts you know to begin to make meaning of the word; E.g, "Let's look at the word unfair. I know what fair means.... Since we know the meaning of the word fair, adding un- in the beginning of the word usually means...."
		
		Word Relationships
		• Use semantic maps and/or category maps to show the relationship between an unknown word and other relevant words as part of their building vocabulary and content knowledge.
		• Develop and chart word maps with the whole group to help understand the meaning of the word: Provide targeted high utility word and have students provide synonym, antonym, examples and non-examples. For more information refer to: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School pages 16-30.
		Grammar and Conventions

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	• Begin to use personal pronouns when talking and writing about themselves and others such as: I, me, she, he	• Model for students the different words you use to label or name yourself (e.g. Ms. Lee, I, me). Draw yourself first and then label (writing). Model different ways you can use these words in sentences to talk and write about yourself. Have them practice similarly. • Have students use these labels when writing about themselves and their peers. • Have a reference chart with visuals to assist students with the pronouns (she/ girl, boy/ he, I/ me/ Name)
	• Begin to identify and produce adjectives to describe a person, place, or thing with assistance • Produce complete simple sentences in oral communication with some supports • Begin to use frequently grade level appropriate occurring nouns and verbs when talking	• Read aloud texts with descriptive language and have students discuss how these words held them visualize what the author wrote; Engage students in identifying words and phrases that describe a noun that reoccurs throughout the text (curly hair...); Have students discuss and draw what they imagined. • Create an attribute chart together to support students with orally using descriptive words (color, shape, size...). This chart can be used throughout the various content areas. • Explicitly model how to respond to a question using a complete sentence. • Provide sentence frames to be used for discussion, and for oral and written response to readings.
Express knowledge, language, and understanding of a text, topic, or big idea through reading, speaking, listening, and writing *The teaching and learning reflected here is connected to* *[Priority Learning Standards](#)*	**Students are provided with opportunities to:** • Participate in collaborative conversations with peers • Learn how to take turns during conversations and listen to others • Learn rules for speaking with a partner	**Teachers may:** • Introduce and define conversations in a developmentally appropriate way; E.g., "During conversations, we talk and listen carefully to each other's ideas." • Introduce and chart the norms for conversations; E.g. sit next to each other, establish eye contact, focused listening, talking audibly. • Craft questions/prompts that are engaging and allow for discussions; Ask questions that are connected to big ideas and content students are learning. • Model explicitly how partners engage in discussions; Model inappropriate ways and appropriate ways to engage in conversations; Create an anchor chart with visuals (or photos). • Have students engage in conversations by following norms; Assess what they did well and provide feedback. • Provide students with sentence frames to engage in conversations; E.g., Give frames that match type of question asked like "What is your favorite...?" "My favorite...." • Explicitly teach students to listen attentively to what their partner says; Have students share what their partner said with the whole group. • Provide students with phrases/ questions they can use when they can't hear their partner, or they do not understand what their partner said such as: Can you please repeat that? I could not hear you. Excuse me...what did you say? • Integrate talk routines throughout the day like Think-Pair-Share.

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| Math | **The Kindergarten Experience**

According to the NYS Next Generation Learning Standards, instructional time in Kindergarten should focus on "two areas: (1) developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; (2) recognizing and describing shapes and using spatial relations." Students will spend the most amount of time on numbers. They should spend time exploring, experimenting, counting, sorting, and using language to explain mathematical understandings. It is expected that initially students will struggle to understand symbolic or abstract concepts and representations, so it is important to use concrete objects to support the development of these abstract ideas.

The first three months of Kindergarten are important for setting the foundation for mathematical understandings. Students will enter school with a range of mathematical skills and abilities. Some kindergarten students will experience formal instruction for the first time, while others may have completed pre-kindergarten or some other structured instructional environment. You will notice some may enter kindergarten knowing how to count and add, while others may not. As your kindergarten students grow and learn, it is important to remember that there is value of learning though play, and that math can be fun while still being meaningful and purposeful.

Students will typically explore, develop, and apply strategies that will support the goal of developing number sense. Teachers are encouraged to provide experiences to support the development of mathematical habits of mind through the Mathematical Practices, such as reciting numbers in a sequence while engaging students in discourse that supports students in looking for and making use of structure (Standards for Mathematical Practices 2, 3, and 7, Reasoning abstracting and quantitively, Constructing viable arguments and critiquing the reasoning of others and Look for and make use of structure).

Pedagogical practices that reflect aspects of high-quality math instruction are highlighted throughout the learning map. The suggested pedagogical practices align to Concrete, Representation, and Abstract (CRA) practices. The use of blocks, counters, pattern blocks, and base ten blocks are essential in supporting students develop conceptual understanding of abstract concepts. These practices are best for all learners but may be essential for students with disabilities.

Students with disabilities may struggle to access some mathematics concepts. Disabilities in the areas of cognitive development may impact attention, perception, visual motor, language processing, memory, reading and writing. Many of the practices outlined in this document can be used to support students' development and retention of mathematics concepts. However, we understand that each student is unique and student needs are unique. Align our stated strategies with the documented needs on the student's IEP.

In addition, when considering planning instruction for MLL/ELLs it is important to include the academic language students must acquire along with the necessary content knowledge and competencies mentioned above. Essential in this process is to provide the scaffolds and other supports they need to ensure they comprehend the required mathematical texts, concepts and skills given students levels of English proficiency and prior school experiences.

Special Note for Blended and Remote Instruction |

As we move into the fall, we know that there will be a need for digital resources that support blended and remote learning to support the schools' shared and inclusive digital curriculum. Linked throughout this learning map are free, digital resources that support the learning that occurs in the beginning of kindergarten such as connecting cubes, counters, and hundreds charts. These digital resources are to be used by teachers to improve students' experience as they interact with the content and enhance existing resources in their shared, inclusive, and digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools as they practice these skills, whether in-person or remote learning setting.

Using this Learning Map
To create this learning map, the design team considered the most used curricula across the NYC DOE, enVisionmath NYC 2.0 and Eureka alongside the Priority Learning Standards in Mathematics. Although this document is completely aligned to the NYS Next Generation Learning Standards (NGLS), the language used is not an exact match, but rather a description of what the learning experience from September to November of kindergarten should look like.

In addition to expected learning experiences, this learning map identifies research-validated pedagogical practices that teachers may employ to create access to rich, culturally responsive grade level content. Unlike ELA, the pedagogical practices suggested in the last column are <u>not</u> meant to be a one-to-one correspondence to the descriptions of learning experiences of the left column. These pedagogical practices rather link to the learning experiences students will have related to each specific mathematical domain.

Regardless of the curricular resources that a school may use, by the end of kindergarten, all students are expected to reach the expectations outlined in the NGLS. While using this learning map, it is important to keep in mind that the instructional sequence of one's school curriculum is carefully and intentionally designed to maintain program fidelity. Lesson omissions or modifications of the order of the curriculum sequence should be carefully considered as it may have unintended and adverse impact on students' current and future acquisition of mathematical competencies.

Domains (bolded domains are Priority for this grade)	What will the learning look like? _In the beginning of the year, kindergarteners have experiences that support the learning below._	What pedagogical practices can support this? _Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below._
Counting and Cardinality This learning is connected to	- Count quantities and objects 1 to 10 - Understand that the last number counted in the group is the total for the group - Understand that each number has a corresponding symbol - Read symbols, 0-10, and understand the value represented - Write numerals 0-10 - Use zero to tell when there are no objects	- Have students spend time exploring concrete manipulates to develop a foundation for abstract understandings by moving one object forward while saying numbers in sequence - Show students a number (e.g. 5). Direct students to repeat the number and write the number (begin with 1-5, then 1-10) - Show students a number (e.g. 5). Direct students to repeat the number. Then show the value of the number using a concrete material (5 counters). Practice Recognizing the number of objects in a group - Give students the opportunity to see, say, and write numbers in a scaffolded sequence (1-5, then 1-10). Practice counting to 10

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Priority Learning Standards NY-K.CC 1 NY-K.CC 2 NY-K.CC 3	• Understand that two groups of objects are equal in number if they can be directly matched, with no extras in either group. • Understand that when two groups of objects are directly matched and there are extras, the group with extras is *greater than*. The group without extras is *less than*. • Understand that a number is greater than a different number if it comes later in the counting sequence • Use objects, drawings, and numbers to solve problems involving counting quantities of 0-10 with teacher support, peers, and independently as appropriate. • Compare numbers 0-5 (equal, greater than, less than)	• Give students the opportunity to hear, say, and see explicit language usage, such as 0 as *zero*, instead of *none* • Have students practice and apply a developmental sequence to accurate counting. Practice accurate counting • Have students count objects by accurately designating one number word to one object to achieve one to one correspondence • Give students objects to count so they may accurately note objects that have already been counted so objects are not counted multiple times or skipped • Have students recognize, identify, and read the written numerals, and match the numerals to given sets of objects. Practice matching numbers to sets of objects • Have students practice using a number line to identify and verbalize numbers • Provide multiple experiences (some daily as part of a regular routine) that allow students to count, such as, attendance, days of school, people, etc. • For additional guidance on supporting Early Numeracy, see Teaching Math to Young Children. Educator's Practice Guide. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf. • For additional activities in Counting and Cardinality, see Khan Academy and ABCYa.
Operations and Algebraic Thinking This learning is connected to Priority Learning Standards NY-K.OA 1 NY-K.OA 2 NY-K.OA 3 NY-K.OA 4 NY-K.OA 5	• Decompose numbers less than or equal to 10 into pairs • Put together objects to understand addition as • Take apart and *take from* the whole to understand subtraction • Solve addition and subtraction word problems with teacher support, peers, and independently as appropriate.	• Have students use concrete manipulates (digital unifix cubes) to act out situations with verbal explanations to develop an understanding of addition (joined) and subtraction (separated) • Have students model putting together quantities using objects, drawings, counting, and equations in order to solve • Have students use the plus sign (+) as the symbol for putting together quantities • Have students write and solve equations within a meaningful context using + and = can be used to show parts of a whole (3+4=7) • Have students write and solve equations within a meaningful context using – and = can be used to show taking apart and taking from the whole • Have students use the minus sign (-) as the symbol for taking apart and taking from the whole • For additional activities in Operations and Algebra Thinking, see Khan Academy and ABCYa.

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Number and Operations in Base Ten NY-K.NBT	*This domain is not typically addressed at this time of the year.*	
Geometry This learning is connected to [Priority Learning Standards](#) NY-K.G 1 NY-K.G 2 NY-K.G 3 *(This learning is applicable for schools using Eureka only).*	• Identify and describe shapes	• Have students describe [objects](#) with different shapes; digital activities [Identify same shapes](#), [same and different shapes](#) • Have students compare [pattern blocks](#) • For additional activities in Geometry, see [Khan Academy](#) and [ABCYa](#).
Measurement and Data This learning is connected to [Priority Learning Standards](#) NY-K.MD 3 NY-K.MD 4	• Use concrete objects to count and sort objects into two categories • Use groups of objects to compare	• Have students sort two color [counters](#) into categories • Have students compare groups of [unifix cubes](#), [pattern blocks,](#) and [counters](#) • For additional activities in Measurement and Data, see [Khan Academy](#) and [ABCYa](#).

Math

| Science | **The Kindergarten Experience: A Yearlong Look at Science**
All students benefit from science education. Science serves as a key instructional component of a high-quality educational program and should be prioritized for instruction three to four times a week in kindergarten. Science empowers students to be able to make sense of the world around them. It also helps students develop the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities.

Science learning is not about the memorization of a set of science facts, but rather about figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and see the connections between different ideas and across disciplines. To figure out these core ideas, students engage in the same practices that real scientists and engineers do. For example, students develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts, such as systems or cause and effect, which are useful ways of thinking about and making connections across different areas of science and engineering. These three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes.

In Kindergarten students are expected to assume the role of scientist in a classroom setting. Students bring many rich and diverse life experiences that will define how they interact with phenomena they are exposed to throughout the year. They begin to use quantitative observations to assist them in making sense of their world. With this gathering and application of data, students develop their scientific vocabulary and begin to develop explanations that allow them to better understand themselves and the natural world.

A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support a high –quality education, the NYCDOE designed a PK-8 Science Scope & Sequence for based on the New York State P-12 Science Learning Standards, which provides guidance on what students should be learning and the learning sequence. In the science scope and sequence, the first unit, *Our Environment*, studies the relationship between living things, where they live and the impact humans have on the environment. The second unit, *Push Me, Pull Me*, introduces design projects related to motion. The third unit, *Our Weather* requires students to employ weather data to identify methods of preparing for daily and severe weather. The final unit, *Solids and Liquids*, introduces matter in which students investigate the effects of temperature on different types of matter.

Amplify Science
Many schools across the NYC DOE use our core curriculum option, Amplify Science. Using a shared curriculum, such as Amplify Science, engages students in the development of science and engineering practices, which integrates with the continual development of literacy skills. In Amplify Science, students' science learning incorporates reading and researching for evidence to support claims; gathering, analyzing and interpreting data during and after investigations, and constructing explanations and scientific arguments supported by their collected evidence. Amplify Science is also digitally accessible and lends itself to blended and remote instruction.

While using Amplify Science, kindergarteners progressively build skills to meet all grade-level performance expectations through a three-dimensional instructional sequence. The following is an overview of the sequence of units, a description of the progression of student learning across the year, and a summary of how the sequence meets all performance expectations for kindergarten. |

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The units in the kindergarten course for Amplify Science were designed and sequenced to build students' expertise with the grade-level disciplinary core ideas (DCIs), science and engineering practices (SEPs) and crosscutting concepts (CCCs) while simultaneously considering the dimensions of kindergartners' language, social-emotional, and physical development across the school year. Each unit has focal SEPs and CCCs, carefully selected to support students in figuring out the unit's focal DCIs.

Needs of Plants and Animals Students begin the year with a focus on the survival needs of plants and animals in the *Needs of Plants and Animals* unit. Throughout the unit, students take on increasing responsibility for the focal SEP of Planning and Carrying Out Investigations as they conduct investigations to figure out, and construct an explanation about, what plants and animals need to survive in a place. The focal CCC of Systems and System Models supports students in understanding the interactions between different parts of a habitat system and how those parts contribute to plant and animal survival.

Pushes and Pulls In the *Pushes and Pulls* unit, students continue to plan and carry out investigations, but this time they are focused on testing designs to meet a set of design goals for moving a pinball in a pinball machine. Students engage in iterative cycles of Designing Solutions, the unit's focal SEP, to apply what they have learned about the strength and direction of forces to their designs. A focus on the CCC of Cause and Effect helps students explain the relationships between forces and how an object moves.

Sunlight and Weather Finally, students end the year with the *Sunlight and Weather* unit, when nicer weather allows for observing and measuring temperatures outdoors. Students engage in the focal SEP of Developing and Using Models as they use physical models to investigate how light shining on surfaces changes the temperature of the surfaces and apply the focal CCC of Cause and Effect to construct explanations about why surfaces warm differently.

The DCIs emphasized in each unit work together to support deep explanations of the unit's anchor phenomenon. For example, in the *Needs of Plants and Animals* unit, investigating why there are no monarchs living in the garden leads students to construct ideas about LS1.C: Organization for Matter and Energy Flow in Organisms (DCI LS1.C), Human Impacts on Earth Systems (DCI ESS3.C), Biogeology (DCI ESS2.E), and Natural Resources (DCI ESS2.E).

Some possible digital resources are:

- **Grade K - Amplify Science @Home Resource**s for Unit 1: Needs of Plants & Animals in the Scope & Sequence: https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-K/

Home Activities that can be completed without a computer:

The following NY DEC resources connect to Unit 1: Needs of Plants & Animals in the Scope & Sequence
- A Home for Reptiles (PDF) - This classroom activity introduces the concepts of animal classes, habitat and animal homes.
- Reptiles (PDF)- get up close and personal with a reptile (turtle) and an amphibian (salamander).
    - Explore the characteristics of a box turtle: In this episode of The Wild Report, In the first video - an Eastern box turtle, one of the most adorable but vulnerable animals in the US! https://www.youtube.com/watch?v=V6PH-DM3jeQ (4 minute+ video)

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- o A salamander: On a recent adventure to the Blue Ridge Mountains, I discovered many different salamander species, and made this video to teach you about how these amphibians live and why they are important! https://www.youtube.com/watch?v=TpLPkreZvFA (3+ minutes)
- Turtle Shell Craft (PDF) - students will cut and decorate a paper bag to wear. The bag will resemble a turtle's shell. Goal: Students will identify the parts of a turtle shell Students will identify the functions of a turtle shell. A brown paper bag, construction paper, scissors and tape or glue are needed.
- Reptile Round-Up Worksheet (PDF) – identify reptiles and amphibians

Brooklyn Botanical Gardens resources connectsto Unit 1: Needs of Plants & Animals in the Scope & Sequence
- Learn_about_animal_nests_and_build_your_own - Take a few minutes to observe some of the animals' activities. What creatures do we share our community with, and what are they up to?
- Make_a_butterfly_habitat_in_a_window_box- Attract butterflies to your window by creating a small garden for them in a window box
- Nature_play_at_home_for_kids_of_all_abilities - Build your own summer sensory bin collecting natural items

Virtual Field Trips Webcams: Supports Learning Around Unit 1: Needs of Plants & Animals in the Scope & Sequence
- Live Web Cams on https://animals.sandiegozoo.org/live-cams
- Virtual Field Trips: Exploring Habitat, Camouflage and Adaptation: Birdwatching in Central Park | Coral Reefs | Burmese Pythons of Everglades National Park | The Tan Jumping Spider | Largemouth Bass & Pond Ecosystem The Malaysian Rainforest – Spiders are Silk Spinners | Amazing Mammals @ Wave Hill

Science in Minecraft: Minecraft, lessons, worlds and resources aligned to the specified topic of study
- Supports learning in Unit 1: Needs of Plants and Animals in the Scope & Sequence:: https://education.minecraft.net/lessons/tropical-ravine-world
- Supports learning in Unit 2: Pushes and Pulls in the Scope & Sequence:https://education.minecraft.net/lessons/redstone-circuits
- Supports learning in Unit 3: Sunlight and Weather in the Scope & Sequence: – use template world (add water to show flooding) Use Blocks of grass and have day and night and perfect weather turned off. https://education.minecraft.net/challenges/signifying-seasons

ExploreLearning Gizmos Simulations: Gizmos give students something to graph, measure, and compare. Even predict and prove. That's hundreds of opportunities where students don't just act like scientists and mathematicians. They are.
- Supports learning in Unit 1: Needs of Plants & Animals in the Scope & Sequence:
  - o ExploreLearning Gizmo – Honey Bee Hive - Honeybees are insects that collect nectar and pollen from flowers. The bees in this hive are having trouble. They can't find enough food! In the Honeybee Hive Gizmo, you will play the role of a robot bee that helps the bees forage for pollen and nectar. Honey Bee Teacher's Guide | Honey Bee Student Vocabulary Sheet | Honey Bee Student Activity: Answer Key | editable PDF | Student Activity for Google Classroom | ExploreLearning Gizmos Standards Alignment
- Supports learning in Unit 1: Needs of Plants and Animals in the Scope & Sequence: & Unit 3 Sunlight and Weather in the Scope & Sequence
  - o ExploreLearning Gizmos Simulations – ExploreLearning Gizmo – Growing Plants - Investigate the growth of three common garden plants: tomatoes, beans, and turnips. You can change the amount of light each plant gets, the amount of water added each day, and the type of soil the seed is planted in. Observe the effect of each

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variable on plant height, plant mass, leaf color and leaf size. Determine what conditions produce the tallest and healthiest plants. Height and mass data are displayed on tables and graphs.

- o Supports learning in Unit 2: Pushes & Pulls in the Scope & Sequence
    - ExploreLearning Gizmo – Ants on a Slant (Inclined Plane) - Lift food using ants with the help of a slanted stick. The steepness of the stick, the number of ants, and the size of the item being lifted can be varied. Observe the effect of friction on sliding objects.

Movement Activities & Games: These are activities that students can do that get them moving around and/or playing with other people in a game like a card sort or a physical movement activity.

- Insects Galore! (PDF) - Amend this lesson for hybrid learning by replacing the in classroom exploration of "Wildlife Encounters"
- Madagascar Hissing Cockroach video: https://www.youtube.com/watch?v=v3l5SOxdRQ4 and this video song to remember the parts of an insect: Dr. Jean's Sing and learn about bugs - (head, thorax, and abdomen).
- Weevil Song (PDF)- (Sung to the tune of twinkle, twinkle little star) learn the parts of the Weevil.   At the end of this song, watch this 2 minute+ video of the life cycle of a weevil https://www.youtube.com/watch?v=Bzorv948BuY

Challenges: lists corresponding Challenge type activities that are related to the topic of study

- Supports learning in Unit 1: Needs of Plants & Animals in the Scope & Sequence
    - o AMNH's Ology CHALLENGE #9: **Make a Marine Ecosystem Diorama**
    - o AMNH's Ology CHALLENGE #1: **Draw a Butterfly**

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Social Studies	**The Kindergarten Experience: A Yearlong Look at Social Studies**
	The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Kindergarten students should be participating in 3 days of in-person or remote social studies instruction each week as part of a blended learning plan.
	The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.
	Passport to Social Studies is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click here. Student materials in Grades K-8 are available in 11 languages.
	The *Passport to Social Studies* Kindergarten curriculum, which is based on the New York State Social Studies Framework, is "Self and Others.." Students learn about themselves in the context of their immediate surroundings. They explore similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us. Students learn about respect for others, and rights and responsibilities of individuals. A wide variety of inquiry and process skills help students make meaning of the content.
	What do kindergarteners typically learn across the year?
	Students learn how to:
	· Ask good questions · Read and listen to fiction and non-fiction
	· Share information about a topic · Recognize a fact from an opinion
	· Compare and contrast · Find facts that answer specific questions

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· Gather and organize information   · Participate in discussions and listen well
· Draw conclusions about information   · Demonstrate respect for the ideas of others

History
· Identify events of the past, present, and future.
· Retell an important life event in sequential order.
· Identify similarities and differences between themselves and others.

Geography
· Identify the author or creator of a map
· Ask questions about where places are located and why they are located there using location terms
· Describe how environment affects their activities

Economics
· Identify examples of goods and services
· Identify what money is and how it is used in society

Civics
· Demonstrate respect for the rights of others·
· Show respect in issues involving difference and conflict
· Identify situations in which social actions are required and participate in solving problems

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found here (Kindergarten begins on page 4).

Social Studies