



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Subject: TAMS Children's House ELA

Essential Knowledge:

Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize spoken words are represented in written language by specific sequences of letters.
- Understand words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add, delete, or substitute individual sounds (phonemes)

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.

Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)

Use a combination of drawing, dictating, and writing to compose text in a variety of modes:

- Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Informative/explanatory text in which they name what they are writing about and supply some information about the topic.
- Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.
- Participate in a conversation through multiple exchanges.
- Ask questions about the topic/text.
- Consider individual differences when communicating with others.

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- Capitalization of the first word in a sentence.
- Name frequently used punctuation.
- Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).
- Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).

Identify literary and informational texts.





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Essential Learning

Grade/Course: Kindergarten ELA

Essential Knowledge:

Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Read emergent-reader texts with purpose and understanding.

With prompting and support, identify characters, settings, and major events in a story. (RI & RL)

Identify literary and informational texts. (RI & RL)

Define the role of the author and the illustrator in presenting the ideas in a text. (RI & RL)

Use a combination of drawing, dictating, and writing to compose reflective, formal and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon norms and participate by actively listening, taking turns and staying on topic.
- Participate in a conversation through multiples exchanges
- Ask questions about the topic/text.
- Consider individual differences when communicating with others.

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Capitalization of the first word in a sentence.
- Name frequently used punctuation.
- Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards.
- Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards.

Essential Questions:

1. What do good readers do?
2. What do good writers do?
3. Why are sounds and letters important?
4. How do sounds and letters create words?
5. Why does fluency matter?
6. Do I understand what I just read?
7. What makes a story great?
8. What makes working together meaningful?
9. What makes a great conversation?
10. How do I figure out words?
11. What does it take to write clearly?

Units:

1. We Are Readers.
2. Launching the Writer's Workshop
3. Super Powers – Reading
4. Writing for Reading
5. Bigger Books
6. How-To Books: Writing to Teach Others
7. Becoming an Avid Reader
8. Persuasive Writing of All Kinds





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Essential Learning

Grade/Course: Kindergarten Math

Essential Knowledge:

Know number names and the count sequence

- Count to 100 by ones and tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Writes numbers 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare Numbers

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by drawing or equation.
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)

- Correctly name shapes regardless of their orientations or overall size.
- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Work with numbers 11-19 to gain foundations for place value

- Compose and decompose numbers from 11 to 19 into tens ones and further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Essential Questions:

1. What does a number represent?
2. In what ways can operations affect numbers?
3. How does a digit's position affect its value?
4. How many are there?
5. How can different strategies be helpful when solving a problem?
6. How does geometry better describe objects?

Units:

1. Numbers 0-5: Counting, Writing and Comparing
2. Numbers 6-10: Counting and Writing, Comparing and Sorting
3. Geometry: Naming, Comparing, and Building Shapes
4. Numbers within 10: Addition and Subtraction
5. Numbers 11-100: Teen Numbers, Counting by 1s and 10s
6. Measurement: Comparing Length, Height and Weight





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Essential Learning

Grade/Course: Kindergarten Science

Essential Knowledge:

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Use observations to describe patterns of what plants and animals (including humans) need to survive.

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Make observations to determine the effect of sunlight on Earth's surface.

Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Use and share observations of local weather conditions to describe patterns over time.

Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Units:

1. Forces and Interactions: Push and Pull
2. Independent Relationships in Ecosystems: Animals, Plants and Their Environment
3. Weather, Climate and Seasons



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Essential Learning

Grade/Course: Kindergarten Social Studies

Essential Knowledge:

Students will investigate and interpret interactions between individuals and groups (Sociology).

- Describe how groups of people are alike and different.

Students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.

Students will examine the impacts of global interconnections and relationships.

- Compare and contrast the different modes of transportation and communication used by families in work and daily lives.

Students will examine and interpret rights, privileges, and responsibilities in society.

- Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have i.e., life, liberty, safety.

Essential Questions:

1. How are people alike and different?
2. How do jobs in the community help others?
3. How do people get places?
4. What rules do I have to follow to be a good citizen? Why?

Units:

1. Alike and Different
2. Community Helpers
3. Transportation
4. Citizenship



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Grade/Course: Grade K Exercise and Sports Science (ESS)

Essential Knowledge:

Standard 1

- Roll sideways in a narrow body shape.
- Jump a long rope with teacher assisted turning.
- Strike a lightweight object with a paddle or short handled racket.
- Roll or throw underhand with opposite foot forward.
- Catch a large object tossed by a skilled thrower.
- Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.
- Dribble a ball with one hand, attempting the second contact.
- Perform locomotor skills (e.g., hopping, galloping, running, sliding, skipping) while maintaining balance.

Standard 2

- Travel in general space at different speeds.
- Identify how to safely participate with peers and safely use equipment while following teacher directions.

Standard 3

- Identify the body part involved when stretching.

Standard 4

- Identify how to safely participate with peers and safely use equipment while following teacher directions.
- Recognize the established protocol for class activities.

Standard 5

- Acknowledge that some physical activities are challenging or difficult.
- Identify physical activities that are enjoyable with or without others.

Units:

1. Rock Climbing/Adventure
2. Gymnastics
3. Dance
4. Fitness/Healthy Lifestyle
5. Jump Rope
6. Striking/Volleying
7. Throwing/Catching
8. Kicking/Foot Dribbling
9. Hand Dribbling
10. Playground
11. Cooperative/Building a Learning Community
12. Low Organization/Target Games
13. Locomotor Unit
14. Chasing and Fleeing
15. Body and Space Awareness