

# **SCHOOL DISTRICT OF MCFARLAND**

## **CURRICULUM OVERVIEW**

### **4-year-old Kindergarten**

**2025 - 2026**

**(Last updated May 2025)**

This overview is designed to provide information to parents about what is taught in the School District of McFarland. It does not list everything students are taught or all things which students experience. Instead, for each content area, it highlights some state standards and major skills or units that students are taught. For a more in-depth overview, please contact your child's classroom teacher(s).

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<p style="text-align: center;"><b>Early Literacy</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Reproduce the initial sound of a word</li> <li>• Hear and say rhyming words</li> <li>• Name uppercase letters</li> <li>• Name lowercase letters</li> <li>• Produce letter sounds</li> <li>• Demonstrate book handling skills and concepts about print</li> <li>• Demonstrate sustained attention when looking at an entire book</li> <li>• Understand and responds to Interactive Read Aloud (Retells)</li> <li>• Use drawing and/or writing to represent thoughts and ideas</li> <li>• Write their name</li> </ul>	<p style="text-align: center;"><b>Mathematical/Scientific Thinking and Problem Solving</b> <i>Bridges &amp; Number Corner</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Count forward 1 to 20</li> <li>• Count backwards from 10-0</li> <li>• Recognize numbers 0 to 10</li> <li>• Count up to 10 objects with one to one correspondence</li> <li>• Recognize the number of objects (0 to 5) without counting</li> <li>• Determine more, less or equal</li> <li>• Recognize basic shapes (circle, square, triangle, rectangle)</li> <li>• Create and explain simple patterns</li> <li>• Use observations to compare similarities and differences</li> <li>• Use observations to gather information and make scientific predictions</li> </ul>		
<p style="text-align: center;"><b>Language Development &amp; Communication</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen to, respond to, and communicate with others</li> <li>• Follow directions of increased complexity</li> <li>• Participate in classroom discussions</li> </ul>	<p style="text-align: center;"><b>Health &amp; Physical Development</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use basic self-help skills</li> <li>• Show hand-eye coordination, strength, and control when using objects</li> <li>• Demonstrate basic large motor skills</li> <li>• Draw recognizable pictures</li> <li>• Demonstrate standard pencil grip</li> </ul>	<p style="text-align: center;"><b>Individual Development</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Exhibit self-control</li> <li>• Demonstrate awareness of emotions and responds appropriately</li> <li>• Follow rules and expectations</li> <li>• Participate successfully in a group</li> <li>• Use positive strategies to resolve conflict</li> <li>• Demonstrate age appropriate attention span (4-5 min)</li> </ul>	

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## CURRICULUM OVERVIEW

### Kindergarten

**2025 - 2026**

**(Last updated April 2025)**

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<p style="text-align: center;"><b>READING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Read independently with adequate stamina             <ul style="list-style-type: none"> <li>About 15 minutes at one sitting</li> </ul> </li> <li>Read with accuracy (see Phonics section)             <ul style="list-style-type: none"> <li>Match voice to print</li> </ul> </li> <li>Read with fluency             <ul style="list-style-type: none"> <li>Recognize high frequency words</li> <li>Identify two-word chunks</li> <li>Scoop up words with their eyes</li> <li>Begin to pause at punctuation</li> <li>Begin to read with expression</li> </ul> </li> <li>Read with comprehension at grade level benchmark             <ul style="list-style-type: none"> <li>Notice details in pictures and information to understand text</li> <li>With support,                 <ul style="list-style-type: none"> <li>Ask and answer questions about the text</li> <li>Retell the story OR identify key details in a text</li> <li>Identify the characters, setting and important events</li> <li>Compare two texts</li> </ul> </li> </ul> </li> <li>Engage in meaningful conversations about text             <ul style="list-style-type: none"> <li>React to characters and events in the text</li> <li>Talk and share about texts</li> </ul> </li> <li>Understand the job of the author and the illustrator</li> </ul>	<p style="text-align: center;"><b>WRITING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>With support, engages in writing process (plan, draft, revise, edit, publish) with a variety of text types (narrative/story, opinion, informational)</li> <li>Use appropriate spacing between letters and words</li> <li>Use pictures and words to share ideas</li> <li>Write across pages             <ul style="list-style-type: none"> <li>Narrative: beginning, middle, end</li> <li>Information/opinion: states topic or opinion and includes some additional information or supports</li> </ul> </li> <li>Add details by adding to pictures and writing more sentences</li> <li>Start to learn that revision makes writing better</li> <li>Capitalize the first word in a sentence</li> <li>Name and begin to use end punctuation marks</li> <li>Write independently with adequate stamina             <ul style="list-style-type: none"> <li>Begin to develop some independence while writing</li> </ul> </li> </ul>	<p style="text-align: center;"><b>FOUNDATIONAL SKILLS, PHONICS &amp; VOCABULARY Wonders and Heggerty</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify upper &amp; lower case letters</li> <li>Produce letter sounds</li> <li>Recognize and work with the sounds of oral language             <ul style="list-style-type: none"> <li>Identify number of syllables in a word</li> <li>Identify initial sound</li> <li>Recognize and produce rhyme</li> <li>Blend and segment CVC (consonant, vowel, consonant) words, such as can, dog, mat, put</li> <li>Begin to blend and segment CCVC words that begin with combinations such as sh, ch, th, fl, st, fr, etc.)</li> </ul> </li> <li>Apply current phonics learning in reading and writing             <ul style="list-style-type: none"> <li>Demonstrate letter to sound correspondence</li> <li>Begin to develop understanding of short and long vowels</li> <li>Produce simple words phonetically; Write a letter for each sound.</li> </ul> </li> <li>Read a growing number of snap words with automaticity (in a “snap”/about 3 seconds)</li> <li>Recognize some words have multiple meanings</li> <li>Use context clues (words around the word), meaningful word parts, and apply word solving strategies (for meaning) as appropriate</li> <li>With support, develop understanding of words             <ul style="list-style-type: none"> <li>Ask and answers questions about unknown words</li> <li>Sort common words into categories</li> </ul> </li> </ul>
<p style="text-align: center;"><b>MATH Bridges &amp; Number Corner</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Develop counting skills             <ul style="list-style-type: none"> <li>Count to 100 by 1’s &amp; 10’s</li> <li>Count on from any number</li> <li>Count backward from 10</li> </ul> </li> <li>Count up to 20 objects one by one, saying the numbers in standard order and pairing each object with only one number name.</li> <li>Read &amp; write numbers to 20</li> <li>Compare the number of objects in groups to determine more than, less than, or equal.</li> <li>Fluently add with sums to 5, and fluently add and subtract 1.</li> <li>Represent addition and subtraction in multiple ways and solve problems.</li> <li>Compose numbers from 11-19</li> <li>Identify, sort, classify, compare and describe shapes and their attributes.</li> </ul>	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Communities (classroom community, neighborhoods, community helpers, global communities and keeping the environment clean and safe)</li> <li>Similarities and differences between past and present ways of living</li> <li>Health (dressing for the weather, healthy eating and exercise)</li> <li>Traditions (How does my family celebrate traditions and how do families around the world celebrate?)</li> </ul>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>What is Science?</li> <li>Problem Solving</li> <li>Objects</li> <li>Matter and mixtures</li> <li>Motion</li> <li>Living and nonliving things</li> <li>Earth and sky</li> <li>Plants and animals</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Study objects with a hand lens</li> <li>Use descriptive words</li> <li>Explore scientific objects and tools</li> <li>Measure to determine which objects are heavier</li> <li>Describe motion by tracing its path</li> <li>Observe that a push or pull can change motion</li> <li>Observe and classify living and non-living things including plant</li> <li>Observe and describe the weather</li> <li>Observe, describe and draw changes</li> </ul>

# **SCHOOL DISTRICT OF MCFARLAND**

## **CURRICULUM OVERVIEW**

### **First Grade**

**2025 - 2026**

**(Last updated May 2025)**

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<p style="text-align: center;"><b>READING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Read with accuracy (see Phonics section)</li> <li>• Read with fluency <ul style="list-style-type: none"> <li>◦ Pause at punctuation</li> <li>◦ Read with expression</li> </ul> </li> <li>• Read with comprehension at grade level benchmark <ul style="list-style-type: none"> <li>◦ Retell story including characters, big events (beginning, middle, end) and/or problem/solution OR identify a main topic or central idea in a text</li> <li>◦ Explain differences between stories (fiction) and informational texts (nonfiction)</li> <li>◦ Learn about the character: <ul style="list-style-type: none"> <li>■ Track character's feelings and how they change</li> <li>■ Pay attention to dialogue. Which character is talking? Who are they talking to?</li> <li>■ Notice the character's actions. What does that tell you about your character?</li> </ul> </li> <li>◦ Use illustrations and details in the text to talk about the story and/or topics</li> </ul> </li> <li>• Read independently with adequate stamina <ul style="list-style-type: none"> <li>◦ 20-25 minutes at one sitting</li> </ul> </li> <li>• Engage in meaningful conversations about text</li> </ul>	<p style="text-align: center;"><b>WRITING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Engage in the writing process (plan, draft, revise, edit, publish) with a variety of text types (narrative/story, opinion, informational)</li> <li>• Use appropriate conventions <ul style="list-style-type: none"> <li>◦ Capitalization</li> <li>◦ Complete sentences</li> <li>◦ End punctuation</li> </ul> </li> <li>• Use elaboration and craft to develop organized pieces of writing; Use some details/facts to enhance writing <ul style="list-style-type: none"> <li>◦ Narrative: beginning, middle, end</li> <li>◦ Informational/opinion: intro, facts/details/reason, conclusion</li> </ul> </li> <li>• Apply spelling skills in writing</li> <li>• Write independently with adequate stamina <ul style="list-style-type: none"> <li>◦ 15-20 minutes at one sitting</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PHONICS &amp; VOCABULARY Wonders and Heggerty</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply current phonics learning <ul style="list-style-type: none"> <li>◦ Produce single-syllable words by blending sounds</li> <li>◦ Add, delete, or substitute individual sounds in simple one-syllable words to make new words</li> <li>◦ Distinguish long from short vowel sounds</li> <li>◦ Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow)</li> <li>◦ Read two-syllable words by breaking the words into syllables</li> <li>◦ Read words with endings (i.e., -s, -ed, -ing)</li> </ul> </li> <li>• Determine the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content using context clues (using sentences around word), and meaningful word parts.</li> </ul>
<p style="text-align: center;"><b>MATH Bridges &amp; Number Corner</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use appropriate tools strategically</li> <li>• Model with mathematics</li> <li>• Represent and solve problems involving addition and subtraction</li> <li>• Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>• Add and subtract within 20</li> <li>• Work with addition and subtraction equations</li> <li>• Count to numbers above 100</li> <li>• Understand place value</li> <li>• Use a variety of strategies to add and subtract.</li> <li>• Build and draw shapes. Notice their qualities and be able to split them into halves and quarters.</li> </ul>	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Me, My Family, My Friends, My School</li> <li>• Winter Celebrations</li> <li>• My Neighborhood &amp; Community</li> </ul> <p>Some of our Guiding Questions:</p> <ul style="list-style-type: none"> <li>• Why are rules necessary in families?</li> <li>• How do we work and play with other children?</li> <li>• What makes us unique?</li> <li>• Why do individuals live in groups?</li> <li>• How do workers in my neighborhood help me meet my needs?</li> <li>• What do neighborhoods look like? (mapping)</li> </ul>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• The design process</li> <li>• Plants and animals</li> <li>• Earth and sky</li> <li>• Energy movement</li> <li>• Where food comes from</li> <li>• Inventors/inventions</li> </ul> <p>Some of our Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How are living things alike and different?</li> <li>• What do plants and animals need?</li> <li>• How are groups of living things different?</li> <li>• What is the sun and what causes day and night?</li> <li>• What are the seasons and how does the weather change?</li> <li>• What is energy, light, and sound?</li> </ul>

# SCHOOL DISTRICT OF MCFARLAND

## CURRICULUM OVERVIEW

### Second Grade

**2025 - 2026**

**(Last updated May 2025)**

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<p style="text-align: center;"><b>READING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Read with accuracy (see Phonics section)</li> <li>• Read with fluency <ul style="list-style-type: none"> <li>◦ Pause at punctuation</li> <li>◦ Read with expression</li> </ul> </li> <li>• Comprehend at grade level benchmark <ul style="list-style-type: none"> <li>◦ Summarize portions of the text; Identify a main topic or central idea and key details in an informational text</li> <li>◦ Describe the structure of a text including how the text begins and ends</li> <li>◦ Learn about the character: <ul style="list-style-type: none"> <li>■ Predict what will happen next based on what you know about the character OR on the events of the story</li> <li>■ Describe how characters respond to the events of the text</li> </ul> </li> <li>◦ Describe the connections between ideas and/or events within the text</li> <li>◦ Identify how illustrations, text features, and details build understanding of story elements and/or support the point of view or purpose of the text</li> <li>◦ Compare and contrast ideas and perspectives in two texts</li> </ul> </li> <li>• Select and read good fit books independently with adequate stamina</li> <li>• Engage in meaningful conversations about text</li> </ul>	<p style="text-align: center;"><b>WRITING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Engage in the writing process (plan, draft, revise, edit, publish) with a variety of text types (narrative/story, opinion, informational) <ul style="list-style-type: none"> <li>◦ Narrative: beginning, middle, end</li> <li>◦ Informational/opinion: intro, facts/details/reasons, conclusion</li> </ul> </li> <li>• Use appropriate conventions <ul style="list-style-type: none"> <li>◦ Capitalization</li> <li>◦ Complete sentences</li> <li>◦ Punctuation (end punctuation, begins to use apostrophes and commas, such as in greetings and closings of letters)</li> </ul> </li> <li>• Use elaboration and craft to develop organized pieces of writing <ul style="list-style-type: none"> <li>◦ Narrative: Use details and actions, thoughts and feelings to develop writing</li> <li>◦ Informational/Opinion: Use facts and definitions to develop and support writing</li> </ul> </li> <li>• Apply spelling skills in writing</li> <li>• Write independently with adequate stamina</li> </ul>	<p style="text-align: center;"><b>PHONICS &amp; VOCABULARY Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply current phonics learning <ul style="list-style-type: none"> <li>◦ Distinguish long from short vowel sounds when reading</li> <li>◦ Know and use common vowel teams (e.g. ai, ay, ee, ea, ie, igh, oa, ow, au, aw, ew, ue)</li> <li>◦ Read and write 1, 2 and 3 syllable CVC (consonant, vowel, consonant) pattern words such as basket</li> <li>◦ Read words with common prefixes and suffixes</li> <li>◦ Read two-syllable words with long vowels and begins to write some of these words</li> <li>◦ Know when to drop the final e when adding endings (e.g. danced, dancing)</li> <li>◦ Know when to double the final consonant when adding a suffix/ending (e.g. hopped, running)</li> </ul> </li> <li>• Determine the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content using context clues (using sentences around word), and meaningful word parts.</li> </ul>
<p style="text-align: center;"><b>MATH Bridges &amp; Number Corner</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Represent and solve problems involving addition and subtraction</li> <li>• Add and subtract within 20</li> <li>• Work with equal groups of objects to gain foundations for multiplication.</li> <li>• Understand place value</li> <li>• Use a variety of strategies to add and subtract.</li> <li>• Measure and estimate lengths in standard units</li> <li>• Relate addition and subtraction to length</li> <li>• Work with time and money</li> <li>• Represent and interpret data</li> <li>• Recognize, partition (split into parts) and draw shapes with specific attributes.</li> </ul>	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> <li>• Anthropology</li> <li>• Geography</li> <li>• Consumers</li> </ul> <p>Some of our Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How are individuals influenced by our relationships and environments?</li> <li>• How are groups of people alike and different?</li> <li>• What are the physical and human characteristics of a place? Use maps, graphs, photographs, and other representations.</li> <li>• What is the difference between a “want” and a “need”? Describe resources that are important or useful to you, your family, community and country.</li> </ul>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• The Nature of Science</li> <li>• Technology and Tools</li> <li>• Plants and Animals</li> <li>• Earth’s Materials</li> </ul> <p>Some of our Guiding Questions:</p> <ul style="list-style-type: none"> <li>• What questions do scientists ask and how do scientists find answers?</li> <li>• How do people design new things?</li> <li>• How do living things get food?</li> <li>• How can people help protect the Earth?</li> <li>• What are solids, liquids and gasses?</li> </ul>