

## Kindergarten Core, Strategic, & Intensive Maps (CSI): Winter to Spring Planning Map

**Directions:** Meet with your grade-level team to complete the following instructional map. The map includes instructional goals for months 5-9 and corresponding achievement goals (e.g., DIBELS progressive benchmarks). Use the instructional need indicators (core/benchmark, strategic, and intensive) by essential element (e.g., Phonological Awareness) to differentiate instructional details. When planning instruction review the assessment results to determine if student learning needs are due to a deficit of knowledge or a lack of automaticity of the skill(s).

Goals	Instructional Need	Instructional Details			Assessment
Listed below are the high-priority goals for each big idea. Refer to the curriculum maps for a complete list	Does the data reflect an instructional need based on a deficit of knowledge or a lack of automaticity of the skill(s)?	Planned Sequence of Instruction and Materials	Instructional Schedule: Time/Day	Group Membership: Student Names	Assessment Measures (based on winter progressive benchmarks)
<b>Phonological Awareness</b>  ★ Identifies first sound in words  ★ Orally blends separate phonemes  ★ Segments individual sounds in words  MID YEAR ISF GOAL = 25 END OF YEAR PSF GOAL = 35	<b>Core / Benchmark</b>				ISF ≥ 25 PSF ≥ 18: Assess quarterly
	<b>Strategic</b>				10 ≤ ISF < 25 7 ≤ PSF < 18: Assess once or twice a month
	<b>Intensive</b>				ISF < 10 PSF < 7: Assess 2-4 times monthly
<b>Alphabetic Principle</b>  ★ Says the most common sound associated with the individual letters  ★ Blends letter sounds in 1-syllable words  ★ Recognizes some words by sight  END OF YEAR NWF GOAL = 25	<b>Core / Benchmark</b>				NWF ≥ 13: Assess quarterly
	<b>Strategic</b>				5 ≤ NWF < 13: Assess once or twice a month
	<b>Intensive</b>				NWF < 5: Assess 2-4 times monthly

Goals	Instructional Need	Instructional Details			Assessment
Listed below are the high-priority goals for each big idea. Refer to the curriculum maps for a complete list	Does the data reflect an instructional need based on a deficit of knowledge or a lack of automaticity of the skill(s)?	<b>Planned Sequence of Instruction and Materials</b>	<b>Instructional Schedule: Time/Day</b>	<b>Group Membership:</b> Student Names	<b>Assessment Measures</b>
<b>Vocabulary</b>  * Names pictures of common concepts  * Uses words to describe location, size, color, and shapes  * Uses names and labels of basic concepts  * Learns new vocabulary through stories and instruction	<b>Core / Benchmark</b>				
	<b>Strategic</b>				
	<b>Intensive</b>				
<b>Comprehension</b>  * Answers who, where, and what questions after listening to a sentence or short paragraph  * Retells a familiar story with a book	<b>Core / Benchmark</b>				
	<b>Strategic</b>				
	<b>Intensive</b>				