

**English Language Arts Pacing Guide
Kindergarten**

**Time Frame: 2 weeks September
Getting Started**

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Narrative Text RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>How do readers extend an independent reading life?</p>	<p>During: Running Record Imagine It Benchmark Assessment Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle</p>	<p>answer ask author's purpose character clarify consonant dictation environmental print explicitly stated exploring fluency inflectional endings irregular key detail phonics phoneme blend phoneme segment phonemic awareness prefix questioning/ questions rhyming right there summarize syllable text text evidence thick questions thin questions vowel word analysis</p>	<p>Scholastic News Imagine It Reading Series Classroom Library School Library</p> <p>Resources for grade level book choice: www.booksource.com www.scholastic.com</p> <p>Resources for reading and writing workshops: www.renz.com www.bethnewingham.com www.mrsmcgowan.com/reading/writing_resources www.busyteacherscave.com/literacy/writing_workshop.html http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards: www.commoncorestandards.org</p> <p>Student interactive website: www.readwritethink.com</p> <p>Graphic organizers Anchor Chart</p>

<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Reading: Foundational Skills</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the 				
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<p>primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>				
<p style="text-align: center;">Writing</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to 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.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p style="text-align: center;">Speaking & Listening</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with</p>	<p>How can writers draw upon texts to create ideas and then revise, edit, and publish focused personal narratives?</p>	<p>During:</p> <p>Think Aloud Quick Writes Grading rubric Think Pair Share Conferencing Checklist</p> <p>After:</p> <p>Published personal narrative Grading rubric</p>	<p>character conclusion details dialogue events narrative narrator order/ sequence setting topic</p>	<p>6+1 Traits of Writing</p> <p>Book choice for introducing personal narrative: www.insidewritingworkshop.org/profdev/materials/bw_picturebooks.pdf</p> <p>Writing lesson plans: www.writingfix.com www.mrsmcgowan.com/reading/writing_resources</p> <p>Book creation websites: www.storyjumper.com www.storybird.com</p> <p>Student interactive website: www.readwritethink.com</p>

<p>prompting and support, provide additional detail.</p> <p>Language</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i></p> <p>b. Recognize and name end punctuation.</p>				<p>Rubric creator: http://rubistar.4teachers.org/</p> <p>Personal narrative graphic organizer: http://www.teachervision.fen.com/creative-writing/graphic-organizers/33536.html</p> <p>Narrative writing lessons: http://www.learnnc.org/lp/pages/3208</p> <p>Anchor Charts Graphic Organizers</p>
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks September/October

Unit 1: Off To School

Genre: Fiction, Poetry, Nonfiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Narrative Text RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>What is school all about?</p> <p>How do readers learn about the alphabet?</p> <p>How do readers blend sounds to make words?</p> <p>Why do readers have conversations?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After: Phonics test DIBELS Running Record Dolch Sight Word List</p>	<p>audience author community consonant CVC details focus listening lowercase narrative speaking uppercase/capital vowel</p>	<p>Use alphabet letter cards and sight word cards to help aid students in learning their letters and sounds.</p> <p>Possible websites to use to help students learn letters and sounds are: www.starfall.com www.sesamestreet.com www.abcya.com</p> <p>Clifford the Big Red Dog sound matching game: http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game http://pbskids.org/lions/games/ears.html</p> <p>Website with games for initial and final sounds, as well as rhyming: www.bbc.co.uk/schools/laac/words/dgi.shtml</p> <p>Nursery rhyme activities: http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Running Records:</p>

<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). 		<p>Reader's response worksheet</p> <p>Benchmark Assessment 2 Writing Rubric</p>	<p>Assess students on their reading capability and letter recognition.</p> <p>Crews, Nina. <i>The Neighborhood Mother Goose</i>. Greenwillow Books, 2004. ISBN-13: 9780060515737</p> <p>Fitzpatrick, Jo. <i>Reading Strategies That Work</i>, Creative Teaching Press, Inc., 1998. ISBN-13: 978-1574713664 (p. 25- Read a Picture)</p> <p>Fountas, Irene and Gay Su Pinell. <i>Phonics Lesson: Letters, Words and How They Work: Grade K</i>. Heinemann, 2006. ISBN-13: 978-0-325-01061-8 (Lessons that aid in teaching letter recognition and sound, sight words, blending, word families, and overall phonics.)</p> <p>Hague, Michael. <i>Mother Goose: A Collection of Classic Nursery Rhymes</i>. Henry Holt and Co., 1984. ISBN-13: 978-0805002140</p> <p>Hoberman, Mary Ann. <i>You Read to Me, I'll Read to You: Very Short Mother Goose Tales to Read Together</i>. Little, Brown Books for Young Readers, 2005. ISBN-13: 978-0316144315</p>
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<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> c. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). d. Continue a conversation through multiple exchanges. <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>				<p>Weber, Paige. <i>Classic Nursery Rhymes</i>. Gramercy, 2006. ISBN-13: 978-0517227299</p>
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<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Reading: Informational Text</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Language</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.5. With guidance and support from adults, explore</p>				
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<p>word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to 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.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks October

Unit 2: Patterns

Focus: Expository Text, Nonfiction, Poetry, Fiction, Fantasy

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">Writing</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to 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.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>In what different ways can students express themselves through writing?</p> <p>How do readers demonstrate comprehension through writing and conversation?</p> <p>How do writers learn a process for writing?</p> <p>How do writers use words to tell a story?</p> <p>How do writers read over their writing to add more details?</p> <p>How do authors portray evidence in their writing?</p> <p>How can students discuss writing in a meaningful way?</p>	<p>Before Concept map pertaining to a topic</p> <p>MLPP</p> <p>During Journals and shared writing pertaining to same topic.</p> <p>Students can practice daily writing in a journal and continue to master spacing words as well as letter/sound recognition.</p> <p>After Complete the final copy of a writing piece.</p>	<p>audience capitalization edit independence partnerships personal narrative publish punctuation qualities of good writing rehearsal revision routines and rituals writing process</p>	<p>Resources for teachers: Calkins, Lucy. <i>Units of study for primary writers: A yearlong curriculum</i>. Heinemann, 2003. ISBN-13: 978-0325037424.</p> <p>Fountas, Irene and Gay Su Pinell. <i>Phonics Lesson: Letters, Words and How They Work: Grade K</i>. Heinemann, 2006. ISBN-13: 978-0-325-01061-8 (Lessons that aide in teaching letter recognition and sound, sight words, blending, word families, and overall phonics.)</p> <p>Schaefer, Lola M. <i>First Lessons for Beginning Writers</i>. Scholastic Teaching Resources, 2010. ISBN-13: 978-0545195706. (Guides teacher with ways to begin teaching writing in kindergarten.)</p> <p>Personal Narrative Books: Beaumont, Karen. <i>I Like Myself</i>. Harcourt Children's Books, 2004. ISBN-13: 978-0152020132</p> <p>Broski, Julie. <i>Being Me</i>, Children's Press, 2006. ISBN-13: 978-0516249759</p>

<p>Language</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs f. Produce and expand complete sentences in shared language activities. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> b. Recognize and name end punctuation. <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 			<p>Mayer, Mercer. <i>All by Myself</i>. Random House Books for Young Readers, 2001. ISBN-13: 978-0307119384</p> <p>Mayer, Mercer. <i>I Was So Mad</i>, Mercer Mayer, 2000. ISBN-13: 978-0307119391</p> <p>Parr, Todd. <i>The Feel Good Book</i>. Little, Brown Books for Young Readers, 2009. ISBN-13: 978-0316043458</p> <p>Price, Hope Lynne. <i>These Hands</i>. Jump at the Sun, 2007. ISBN-13: 978-1423106333</p> <p>Poems: Greenfield, Eloise. “<i>By Myself</i>.”</p> <p>Personal narrative website with text suggestions and lesson plans: http://www1.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Narrative.htm</p>
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<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>				
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<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Reading: Narrative Text</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define</p>	<p>What is a pattern?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After: Phonics test DIBELS Running Record</p>		
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<p>the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 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. <p>RF.K.2 Demonstrate understanding of spoken words,</p>		<p>Dolch Sight Word List</p> <p>Reader's response worksheet</p> <p>Benchmark Assessment 2</p> <p>Writing Rubric</p>		
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<p>syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Reading: Informational Text</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>				
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<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks November

Unit 3: Finding Friends

Focus: Fiction, Nonfiction, Poetry, Realistic Fiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Foundational Skills RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>What does it mean to be a friend?</p> <p>How do readers identify words?</p> <p>How do writers compose informative and explanatory texts and decipher the difference between the two?</p> <p>How do writers make books just like the ones they read?</p> <p>Using pictures and context clues, how can writers strengthen their writing?</p> <p>How do writers use question words (who, what, where, when, why) to add more detail to their writing?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After: Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet Benchmark Assessment 2 Writing Rubric</p>	<p>audience edit independence inform/explanatory partnerships publish qualities of good writing revision routines and rituals what when where who why writer writing process</p>	<p>Resources for Teachers: Calkins, Lucy. <i>A curricular plan for the writing workshop: Grade K</i>. Heinemann, 2011. ISBN-13: 978-0-325-04301-2</p> <p>Fountas, Irene and Gay Su Pinell. <i>Phonics Lesson: Letters, Words and How They Work: Grade K</i>. Heinemann, 2006. ISBN-13: 978-0-325-01061-8 (Lessons that aide in teaching letter recognition and sound, sight words, blending, word families, and overall phonics.)</p> <p>Books for leveled reading: http://www.readinga-z.com/guided/index.html</p> <p>Phonics assessments: http://www.pps.k12.or.us/curriculum/literacy/video/assessments/k-phonemic.pdf</p> <p>1st grade writer's workshop checklists and other resources. May easily be brought down to K level: http://carlscorner.us.com/Write.htm</p> <p>Running Records: Aid in assessing students on their reading fluency and comprehension.</p>

<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>				<p>Common Core Suggested text: Books for students: Martin, Bill. <i>Chicka Chicka Boom Boom</i>. Beachlane Books, 2009. ISBN-13: 978-1416990918</p> <p>Martin, Bill. <i>“Fire! Fire!” Said Mrs. McGuire</i>. HMH Books, 2006. ISBN-13: 978-0152057251</p> <p>Seuss, Dr. <i>Green Eggs and Ham</i>. Random House Beginner Books, 1960. ISBN-13: 978-0394800165</p> <p>Seuss, Dr. <i>The Cat in the Hat</i>. Random House, 1957. ISBN-13: 978-0394800011</p>
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<p>Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to 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.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or</p>				
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<p>through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
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<p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Informational Text</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>				
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<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Narrative Text</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>				
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<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks November/December

Unit 4: By The Sea

Focus: Nonfiction, Poetry, Realistic Fiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Speaking & Listening</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Why do readers use question words?</p> <p>How do writers use different genres to identify real-life connections between words and their use?</p> <p>How do readers display knowledge of concepts of prints through various genres?</p> <p>How do writers elaborate text using more details?</p> <p>How do readers use context clues to identify vocabulary, as well as nouns and verbs?</p>	<p>Before Students use pictures and/or drawings to answer questions.</p> <p>Story Maps</p> <p>During Students research topics and authors of interest.</p> <p>After Students complete author study and present.</p>	<p>audience edit independence inform/explanatory partnerships presentation publish qualities of good writing revision routines and rituals what when where who why writing process</p>	<p>Multiple books from same author and/ or various picture books (i.e. <i>The Very Hungry Caterpillar</i>, <i>From Head to Toe</i>, <i>The Grouchy Ladybug</i> by Eric Carle.): Students can compare different writing styles between authors. (i.e. Dr. Seuss likes to rhyme in his books. Eric Carle uses animals as his characters.)</p> <p>List of common authors/illustrators.</p> <p>Calkins, Lucy. <i>A curricular plan for the writing workshop: Grade K</i>. Heinemann, 2011. ISBN-13: 978-0-325-04301-2</p> <p>Variety of books to choose from. Also, audio books will help aid students in listening and comprehending text: http://www.scholastic.com/kids/stacks/books/?esp=CORPHP/ib/////NAV/Kids/Tab/STACKSBookAuthors///</p> <p>MAISA unit on text talk: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?UnitID=16544&YearID=2014&SchoolID=19&TimePeriodID=14&SourceSiteID=&CurriculumMapID=826&</p> <p>Common Core Suggested book/author:</p>

<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). f. Produce and expand complete sentences in shared language activities. <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). <p>L.K.5 With guidance and support from adults, explore</p>			<p>Henkes, Kevin. <i>Kitten's First Full Moon</i>. Greenwillow Books, 2004. ISBN-13: 978-0060588281 and other books by Kevin Henkes.</p> <p>Other text suggestions for key details (any/multiple versions): <i>The Gingerbread Man</i> <i>Goldilocks and the Three Bears</i> <i>The Napping House</i> <i>The Little Red hen</i> <i>The Three Billy Goats Gruff</i> <i>The Three Little Pigs</i></p> <p>Suggested books for comparing/contrasting themes: Spunky Kids theme- Cowen-Fletcher, Jane, <i>It Takes a Village</i>. Scholastic, 1989. ISBN-13: 978-0590465984 and Tchana, Katrin Hyman and Pami, Louise Tchana, <i>Oh, No, Toto!</i> Scholastic, 1997. ISBN-13: 978-0590465854 and Shannon, David, <i>No, David!</i> Blue Sky Press, 1998. ISBN-13: 978-0590930024</p> <p>Spunky Pets theme – Schaefer, Lola, <i>Mittens</i>. HarperCollins, 2007. ISBN-13: 978-0060546618 and Ward, Cindy, <i>Cookie's Week</i>. Puffin, 1997. ISBN-13: 978-0698114357</p>
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<p>word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Informational Text</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Why is life by the sea so interesting?</p>	<p>Before:</p> <p>Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During:</p> <p>Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After:</p> <p>Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet</p>		
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<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Literature</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story and which they appear.</p>		<p>Benchmark Assessment 2 Writing Rubric</p>		
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<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Writing</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to 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.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>				
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<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight</p>				
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<p>(e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks December/January

Unit 5: Stick to It

Focus: Fiction, Poetry, Nonfiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">Writing</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to 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.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p style="text-align: center;">Speaking & Listening</p>	<p>Why is it important to explain an event in detail?</p> <p>How do writers think, rehearse and write small moment (single event) stories?</p> <p>How do writers practice writing using a variety of methods?</p> <p>How do writers include details, purpose and feelings in their small moment stories?</p> <p>How do writers revise, publish and share their best small moment stories?</p>	<p><u>Before</u> Think/Pair/Share about an important event.</p> <p><u>During</u> Journal the event.</p> <p><u>After</u> Final drawing/writing will be put into portfolio.</p>	<p>audience edit independence partnerships personal narrative publish qualities of good writing rehearsal revision routines and rituals writing process</p>	<p>Resources for teachers: Calkins, Lucy. <i>A curricular plan for the writing workshop: Grade K</i>. Heinemann, 2011. ISBN-13: 978-0-325-04301-2</p> <p>Small Moment Picture Books: Keats, Ezra Jack. <i>Peter's Chair</i>. Puffin, 1998. ISBN-13: 978-0140564419</p> <p>Pope, Kate and Liz Pope. <i>Molly in the Garden</i>. Barron's Educational Series, 2008. ISBN-13: 978-0764161087</p> <p>Spinelli, Eileen. <i>Night Shift Daddy</i>. Scholastic, 2001. ISBN-13: 978-0439221382</p> <p>Wiesner, David. <i>Flotsam</i>. Clarion Books, 2006. ISBN-13: 978-0618194575.</p> <p>Concept maps: Used for brainstorming before writing.</p>

<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. 				
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<p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Literature</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p>	<p>What does it take to reach a goal?</p>	<p>Before:</p> <p>Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During:</p> <p>Reading Conference Running Record</p>		
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<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story and which they appear.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p>		<p>DIBELS progress monitoring</p> <p>Keep a reading log that shows times read in and out of school.</p> <p>Reader's response journal</p> <p>Literacy Circle</p> <p>Lesson Assessments</p> <p><u>After:</u></p> <p>Phonics test</p> <p>DIBELS</p> <p>Running Record</p> <p>Dolch Sight Word List</p> <p>Reader's response worksheet</p> <p>Benchmark Assessment 2</p> <p>Writing Rubric</p>		
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<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Reading: Informational Text</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>				
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<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks January/February

Unit 6: My Shadow

Focus: Nonfiction, Poetry, Fantasy

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p style="text-align: center;">Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>How do writers use various texts to study characteristics of procedural How-to books and generated procedural How-to topics?</p> <p>How do writers gather information from provided sources to answer a question?</p> <p>How do writers use additional details so that readers can comprehend their writing?</p> <p>How do writers revise their How-to books?</p> <p>How do writers prepare for publication?</p> <p>How can writers discuss their work through multiple exchanges in a meaningful way?</p>	<p><u>Before</u> Rubrics provided for a three-part How-To writing piece.</p> <p><u>During</u> Students use checklist for steps one, two, and three.</p> <p><u>After</u> Rubric is completed.</p>	<p>comprehend informational ordinal/ temporal numbers planning procedural revision sequence text features tone topic</p>	<p>How-To Resources packet. There are many resources available on this site to help students learn how to write how-to's: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?UnitID=16523&YearID=2013&SchoolID=19&TimePeriodID=33&SourceSiteID=&CurriculumMapID=823&</p> <p>Sequencing charts: Aide students in learning how to sequence events.</p> <p>Suggested Common Core Texts: Baer, Edith. <i>This Is the Way We Go to School</i>. Scholastic, 1992. ISBN-13: 978-0590431620</p> <p>Crews, Donald. <i>Truck</i>. Greenwillow Books, 1991. ISBN-13: 978-0688104818</p> <p>Hoban, Tana. <i>I Read Signs</i>. Greenwillow Books, 1987. ISBN-13: 978-0688073312</p>

<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>				
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<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Literature</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story and which they appear.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p>	<p>Why do shadows come and go?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After: Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet Benchmark Assessment 2 Writing Rubric</p>		
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<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. 				
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<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Reading: Informational Text</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks February/March

Unit 7: Teamwork

Focus: Rhyming Fiction, Nonfiction, Poetry, Fantasy, Fable

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Writing</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which</p>	<p>How does a team work?</p> <p>What is the importance of an informational text?</p> <p>How do readers identify key details in an informational text?</p> <p>Why is it important to know the main idea when reading?</p> <p>How do connections help readers understand vocabulary in an informational text?</p> <p>How can two texts about the same topic be similar and different?</p>	<p>Before:</p> <p>Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During:</p> <p>Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After:</p> <p>Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet Benchmark Assessment 2 Writing Rubric</p>	<p>connection describe details different event evidence idea identify informational text non-fiction similar</p>	<p>Graphic organizers: Help students in brainstorming</p> <p>Variety of books to choose from. Also, audio books will help aide students in listening and comprehending text: http://www.scholastic.com/kids/stacks/books/?esp=CORPHP/ib/////NAV/Kids/Tab/STACKSBookAuthors////</p> <p>Many books available online for students to read: http://www.readinga-z.com/book/level-ed-books.php</p> <p>Calkins, Lucy and Laurie Pessah. <i>Nonfiction Writing: Procedures and Reports</i>. Heinemann, 2003. ISBN-13: 978-0325005324 (Lessons on teaching nonfiction writing.)</p> <p>Journals: Keeps a record of students' writings.</p> <p>Any animal picture books: Informative books that are interesting to students.</p> <p>Suggested CCSS Books:</p>

<p>they occurred, and provide a reaction to what happened.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>				<p>Bulla, Clyde Robert. <i>A Tree Is a Plant</i>. Harper Collins, 2001. ISBN-13: 978-0064451963</p> <p>Pfeffer, Wendy. <i>From Seed to Pumpkin</i>. Harper Collins, 2004. ISBN-13: 978-0064451901</p>
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<p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i></p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p style="text-align: center;">Reading: Literature</p>				
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<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>				
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<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>				
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<p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks March
Unit 8: Ready, Set, Grow
Focus: Nonfiction, Poetry, Fiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to 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.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p style="text-align: center;">Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>How do writers compose opinion pieces in different ways?</p> <p>How do writers formulate opinions about books?</p> <p>How do writers plan and rehearse for writing?</p> <p>How can writers collaborate effectively with peers?</p>	<p><u>Before</u> Students will Think/Pair/Share an opinion they have about a topic.</p> <p><u>During</u> Observe students work</p> <p>Adult/peer review</p> <p><u>After</u> Presentation about opinion</p>	<p>audience collaborate focus letter genre opinion reasons</p>	<p>Picture books written by the same author: Help students learn how different authors write.</p> <p>Concept Maps: Aide students in brainstorming their ideas.</p> <p>Suggested CCSS Books: Fleming, Denise, <i>Where Once There Was a Wood</i>. Square Fish, 2000. ISBN-13: 978-0805064827. Have students write about why we need to conserve our planet.</p> <p>Seeger, Laura Vaccaro, <i>Green</i>. Roaring Book Press, 2012. ISBN-13: 978-1596433977. Have students create their own “Best Color” book and share with class.</p>

<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>				
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<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Literature</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between</p>	<p>What makes living things grow?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After: Phonics test DIBELS Running Record</p>		
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<p>illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>Dolch Sight Word List</p> <p>Reader's response worksheet</p> <p>Benchmark Assessment 2</p> <p>Writing Rubric</p>		
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<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Reading: Informational Text</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks April
Unit 9: Red White, and Blue
Focus: Nonfiction, Fiction, Poetry

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p style="text-align: center;">Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>How do writers compose opinion pieces in different ways?</p> <p>How do writers formulate opinions about books?</p> <p>How do writers plan and rehearse for writing?</p> <p>How can writers collaborate effectively with peers?</p>	<p><u>Before</u> Students will Think/Pair/Share an opinion they have about a topic.</p> <p><u>During</u> Observe students work</p> <p>Adult/peer review</p> <p><u>After</u> Presentation about opinion</p>	<p>audience collaborate focus letter genre opinion reasons</p>	<p>Picture books written by the same author: Help students learn how different authors write.</p> <p>Concept Maps: Aide students in brainstorming their ideas.</p> <p>Suggested CCSS Books: Fleming, Denise, <i>Where Once There Was a Wood</i>. Square Fish, 2000. ISBN-13: 978-0805064827. Have students write about why we need to conserve our planet.</p> <p>Seeger, Laura Vaccaro, <i>Green</i>. Roaring Book Press, 2012. ISBN-13: 978-1596433977. Have students create their own “Best Color” book and share with class.</p>

<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i></p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>				
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<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Literature</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>Why do we love America?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment Benchmark Assessment 1</p> <p>During: Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p>After: Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet</p>		
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<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Reading: Informational Text</p>		<p>Benchmark Assessment 2 Writing Rubric</p>		
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<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>				
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**English Language Arts Pacing Guide
Kindergarten**

Time Frame: 3 weeks May/June

Unit 10: Windy Days

Focus: Nonfiction, Fiction, Poetry

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">Writing</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p style="text-align: center;">Speaking & Listening</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>How do writers compose opinion pieces in different ways?</p> <p>How do writers formulate opinions about books?</p> <p>How do writers plan and rehearse for writing?</p> <p>How can writers collaborate effectively with peers?</p>	<p><u>Before</u> Students will Think/Pair/Share an opinion they have about a topic.</p> <p><u>During</u> Observe students work</p> <p>Adult/peer review</p> <p><u>After</u> Presentation about opinion</p>	<p>audience collaborate focus letter genre opinion reasons</p>	<p>Picture books written by the same author: Help students learn how different authors write.</p> <p>Concept Maps: Aide students in brainstorming their ideas.</p> <p>Suggested CCSS Books: Fleming, Denise, <i>Where Once There Was a Wood</i>. Square Fish, 2000. ISBN-13: 978-0805064827. Have students write about why we need to conserve our planet.</p> <p>Seeger, Laura Vaccaro, <i>Green</i>. Roaring Book Press, 2012. ISBN-13: 978-1596433977. Have students create their own “Best Color” book and share with class.</p>

<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;">Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English</p>				
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<p>capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i></p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Reading: Literature</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Why do we have wind?</p>	<p>Before: Running Record MLPP DIBELS Dolch Sight Word List Reading Assessment</p>		
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<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p>		<p>Benchmark Assessment 1</p> <p><u>During:</u></p> <p>Reading Conference Running Record DIBELS progress monitoring Keep a reading log that shows times read in and out of school. Reader's response journal Literacy Circle Lesson Assessments</p> <p><u>After:</u></p> <p>Phonics test DIBELS Running Record Dolch Sight Word List Reader's response worksheet Benchmark Assessment 2 Writing Rubric</p>		
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<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Reading: Informational Text</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>				
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<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>				
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