

# Kindergarten ELA Pacing Guide

## 1st 9 weeks

### Introduced standards-1<sup>st</sup> 9 weeks

#### Reading Foundations

RF.K.1 c. Understand that words are separated by spaces in print.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **(L,O,G,H,T,P,A,N)-based on Saxon Phonics**

RF.K.2a. Recognize rhyming words.

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2e. Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c. Read common high-frequency words by sight. **Words 1-25 (Fry Words)**

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### Reading Literature/Informational text

RL.K.1/RI.K.1. With prompting and support, ask and answer questions about key details in a text

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6/RI.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7./RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear

RL.K.10/RI.k.10. Actively engage in group reading activities with purpose and understanding.

RI.K.5. Identify the front cover, back cover, and title page of a book.

#### Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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).

#### Speaking/Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions.
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Assessed standards-1<sup>st</sup> 9 weeks

### Reading Foundations

RF.K.1 c. Understand that words are separated by spaces in print.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2a. **Recognize** rhyming words

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2e. Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

RF.K.3c. Read common high-frequency words by sight :**Words 1-25 (Fry Sight Word List)**

### Reading Literature/Informational text

RL.K.1/RI.K.1. With prompting and support, ask and answer questions about key details in a text

- RL.K.1.1 Sit still and listen to a story in a group setting

RL.K.10/RI.k.10. Actively engage in group reading activities with purpose and understanding.

RI.K.5. Identify the front cover, back cover, and title page of a book.

### Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

### Speaking/Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions

# Kindergarten ELA Pacing Guide

## 2<sup>nd</sup> 9 weeks

### Introduced standards-2<sup>nd</sup> 9 weeks

#### Reading Foundations

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.3c. Read common high-frequency words by sight. **Words 26-50 (Fry Words)**

#### Reading Literature/Informational text

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic.

#### Writing

W.K.1/ SL.K.4, 5, 6. Use a combination of drawing, dictating, and writing to compose **opinion pieces** in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2/ SL.K.4, 5, 6. 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.

W.K.3. / SL.K.4, 5, 6. 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.

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

#### Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Use frequently occurring nouns and verbs
- C. Form regular plural nouns orally by adding /s/ or /es/.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- B. Recognize and name end punctuation
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K.4/L.K.6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

## Assessed standards-2<sup>nd</sup> 9 weeks

### Reading Foundations

RF.K.1c. Understand that words are separated by spaces in print.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **(M,I,S,F,R,K,B,U,Z) based on Saxon Phonics**

RF.K.2a. **Recognize** rhyming words

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Reading Literature/Informational text

RL.K.1. With prompting and support, ask and answer questions about key details in a text

- **Name who or what the is about**
- **Describe where and when the story happened**

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

- **Storybooks, nursery rhymes**

RL.K.6/RI.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7./RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear

RL.K.10/RI.K.10. Actively engage in group reading activities with purpose and understanding.

W.K.3/ SL.K.4, 5,6.. 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

W.K.5. / SL.K.4, 5, 6. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

### Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (**antonyms**).

### Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions.
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



## Kindergarten ELA Pacing Guide

### 3<sup>rd</sup> 9 weeks

#### Introduced standards-3<sup>rd</sup> 9 weeks

##### Reading Foundations

RF.K.2a. **produce** rhyming words

RF.K.3c. Read common high-frequency words by sight. **Words 51-75 (Fry Words)**

RF.K.4. Read emergent-reader texts with purpose and understanding

##### Language

L.K.4/L.K.6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word

#### Assessed standards-3<sup>rd</sup> 9 weeks

##### Reading Foundations

RF.K.1c. Understand that words are separated by spaces in print.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **(C,E,Y,D,V,J,X,W,Q)-Based on Saxon Phonics**

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2e. Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c. Read common high-frequency words by sight **Words 51-75 (Fry Words)**

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4. Read emergent-reader texts with purpose and understanding

##### Reading Literature/Informational Text

RL.K.1. With prompting and support, ask and answer questions about key details in a text

- **RL.K.1.4 Ask questions to identify the problem in the story**
- **RL.K.1.5 Explain how the problem was solved in the story**

RL.K.4/RI.K.4 Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

- **Storybooks, nursery rhymes, poems, nonfiction**

RL.K.7./RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic

RL.K.10/RI.k.10. Actively engage in group reading activities with purpose and understanding.

## Writing

W.K.1. SL.K.4, 5, 6. Use a combination of drawing, dictating, and writing to **compose opinion pieces** in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. SL.K.4, 5, 6. 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.

W.K.3. SL.K.4, 5, 6. 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.

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

## Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters
- B. Use frequently occurring nouns and verbs
- C. Form regular plural nouns orally by adding /s/ or /es/

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation

L.K.4/L.K.6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately
- B. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word

## Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- 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.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Kindergarten ELA Pacing Guide

### 4<sup>th</sup> 9 weeks

#### Introduced standards-4<sup>th</sup> 9weeks

##### Reading Foundations

RF.K.3c. Read common high-frequency words by sight. **Words 75-100 (Fry Words)**

W.K.6. With guidance and support from adults, explore a variety of **digital tools** to produce and publish writing, including in collaboration with peers.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author) and express

#### Assessed standards-4<sup>th</sup> 9 weeks

##### Reading Foundations

RF.K.1d. **produce** rhyming words

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2e. Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c. Read common high-frequency words by sight. **Words 75-100 (Fry Words)**

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4. Read emergent-reader texts with purpose and understanding

##### Reading Literature/Informational Text

RL.K.1. With prompting and support, ask and answer questions about key details in a text

- **RL.K.1.4 Ask questions to identify the problem in the story**
- **RL.K.1.5 Explain how the problem was solved in the story**

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

- **Storybooks, nursery rhymes, poems, nonfiction**

RL.K.6/RI.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7./RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10/RI.k.10. Actively engage in group reading activities with purpose and understanding.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic

## **Writing**

W.K.1 /SL.K.4,5,6. Use a combination of drawing, dictating, and writing **to compose opinion pieces** in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2/ SL.K.4, 5, 6. 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.

W.K.3 SL.K.4, 5, 6. 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.

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author) and express

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

## **Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters
- B. Use frequently occurring nouns and verbs
- C. Form regular plural nouns orally by adding /s/ or /es/.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D.. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K.4/L.K.6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to
- B. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word

## **Speaking and Listening**

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions.
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.