



ELA Kindergarten Map/Pacing Guide 2018-2019

Topic & Standards

Q1
UNIT 1

Time Frame

4 weeks

Reading: Literature/Informational Text

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

Key Strategies:

- Model how to ask and answer text dependent questions.
- Guide students through practice of asking and answering questions with a partner/in a small group.
- Provide students opportunities to independently practice asking and answering questions about details in a text.
- Identify key details of a text.
- Ask questions about key details in a text.
- Answer questions about key details in a text.

RL/RI.K.2: With prompting and support, retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.

Key Strategies:

- Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting
- Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group.
- Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting.

RL/RI.K.3: With prompting and support, identify characters, settings, and major events in a story/With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL/RI.K.4: Ask and answer questions about unknown words in a text/With prompting and support, ask and answer questions about unknown words in a text.

RL/RI.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)/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).

Range of Reading and Level of Activity

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

Reading Foundational Skills

Print Concepts

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.

ELA Kindergarten Map/Pacing Guide 2018-2019

- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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.
- 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.

Phonics and Word Recognition

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C: Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.K.4

Read emergent-reader texts with purpose and understanding.

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing: Narrative

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.

W.K.4: (Begins in grade 3)

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

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.
- B. Use frequently occurring nouns and verbs.

ELA Kindergarten Map/Pacing Guide 2018-2019

- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS Progress Monitoring</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions <p>Wk. 1: Getting Ready to Learn Target Skills? Target Strategies:</p> <p>Wk. 2: What Makes a Family Target Skills? Target Strategies:</p> <p>Wk. 3: Chicka Chicka Boom Boom Target Skills? Target Strategies:</p> <p>Wk. 4: Stand Tall, Molly Lou Lemon Target Skills? Target Strategies:</p>	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words <p>Advanced Phonics and Multisyllabic Words</p>	<p>Write a personal narrative</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>

ELA Kindergarten Map/Pacing Guide 2018-2019

<p style="text-align: center;"><i>Topic & Standards</i></p> <p style="text-align: center;">Q1 UNIT 2</p> <p style="text-align: center;">Time Frame</p> <p style="text-align: center;">5 weeks</p>	<p>Reading: Literature/Informational Text</p> <p>RL/RI.K.1: With prompting and support, ask and answer questions about key details in a text/ With prompting and support answer questions about key details in a text</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model how to ask and answer text dependent questions. ▪ Guide students through practice of asking and answering questions with a partner/in a small group. ▪ Provide students opportunities to independently practice asking and answering questions about details in a text. ▪ Identify key details of a text. ▪ Ask questions about key details in a text. ▪ Answer questions about key details in a text. <p>RL/RI.K.2: With prompting and support, retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting ▪ Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group. ▪ Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting. <p>RL/RI.K.3: With prompting and support, identify characters, settings, and major events in a story/With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL/RI.K.4: Ask and answer questions about unknown words in a text/With prompting and support, ask and answer questions about unknown words in a text.</p>
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ELA Kindergarten Map/Pacing Guide 2018-2019

RL/RI.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)/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).

Range of Reading and Level of Activity

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

Reading Foundational Skills

Print Concepts

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.

Phonological Awareness

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.
- 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.

Phonics and Word Recognition

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C: Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.K.4

Read emergent-reader texts with purpose and understanding.

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ELA Kindergarten Map/Pacing Guide 2018-2019

<p>Writing: Narrative 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. W.K.4: (Begins in grade 3) 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</p>			
<p>Language L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RI K.1-2 & 7</p> <p>DIBELS Progress Monitoring</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions <p>Wk. 5: The Dot Target Skills:? Target Strategies: Visualization/Making a Connection</p> <p>Wk. 6: The Recess Queen Target Skills: Compare/Contrast Target Strategies: Making prediction</p>	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	<p>Write a personal narrative</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>

ELA Kindergarten Map/Pacing Guide 2018-2019

		Wk. 7: Lilly's Purple Plastic Purse Target Skills: Target Strategies:		
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<p style="text-align: center;"><i>Topic & Standards</i></p> <p style="text-align: center;">Q2 UNIT 3</p> <p style="text-align: center;">Time Frame</p> <p style="text-align: center;">4 weeks</p>	<p>Reading: Literature/Informational Text</p> <p>RL/RI.K.1: With prompting and support, ask and answer questions about key details in a text/ With prompting and support answer questions about key details in a text</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model how to ask and answer text dependent questions. ▪ Guide students through practice of asking and answering questions with a partner/in a small group. ▪ Provide students opportunities to independently practice asking and answering questions about details in a text. ▪ Identify key details of a text. ▪ Ask questions about key details in a text. ▪ Answer questions about key details in a text. <p>RL/RI.K.2: With prompting and support, retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting ▪ Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group. ▪ Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting. <p>RL/RI.K.3: With prompting and support, identify characters, settings, and major events in a story/With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL/RI.K.4: Ask and answer questions about unknown words in a text/With prompting and support, ask and answer questions about unknown words in a text.</p>
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ELA Kindergarten Map/Pacing Guide 2018-2019

RL/RI.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)/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).

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ELA Kindergarten Map/Pacing Guide 2018-2019

	<p>Writing: Informative/Explanatory W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are being written about and supply some information about the topic. W.K.4: (Begins in grade 3) 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.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 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>Language L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.3: (Begins in grade 2) L.K.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.K.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
	<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
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ELA Kindergarten Map/Pacing Guide 2018-2019

<p><i>Topic & Standards</i></p> <p>Q2 UNIT 4</p> <p>Time Frame</p> <p>4 weeks</p>	<p>Reading: Literature/Informational Text</p> <p>RL/RI.K.1: With prompting and support, ask and answer questions about key details in a text/ With prompting and support answer questions about key details in a text</p> <p>Key Strategies:</p> <ul style="list-style-type: none">▪ Model how to ask and answer text dependent questions.▪ Guide students through practice of asking and answering questions with a partner/in a small group.▪ Provide students opportunities to independently practice asking and answering questions about details in a text.▪ Identify key details of a text.▪ Ask questions about key details in a text.▪ Answer questions about key details in a text. <p>RL/RI.K.2: With prompting and support, retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.</p> <p>Key Strategies:</p> <ul style="list-style-type: none">▪ Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting▪ Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group.▪ Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting. <p>RL/RI.K.3: With prompting and support, identify characters, settings, and major events in a story/With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL/RI.K.4: Ask and answer questions about unknown words in a text/With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RL/RI.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)/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>
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ELA Kindergarten Map/Pacing Guide 2018-2019

Range of Reading and Level of Activity

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Writing: Informative/Explanatory

ELA Kindergarten Map/Pacing Guide 2018-2019

<p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they is being written about and supply some information about the topic.</p> <p>W.K.4: (Begins in grade 3)</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.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</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>											
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ELA Kindergarten Map/Pacing Guide 2018-2019

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<p style="text-align: center;"><i>Topic & Standards</i></p> <p style="text-align: center;">Q3 UNIT 5</p> <p style="text-align: center;">Time Frame</p> <p style="text-align: center;">4 weeks</p>	<p>Reading: Literature/Informational Text</p> <p>RL/RI.K.1: With prompting and support, ask and answer questions about key details in a text/ With prompting and support answer questions about key details in a text</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model how to ask and answer text dependent questions. ▪ Guide students through practice of asking and answering questions with a partner/in a small group. ▪ Provide students opportunities to independently practice asking and answering questions about details in a text. ▪ Identify key details of a text. ▪ Ask questions about key details in a text. ▪ Answer questions about key details in a text. <p>RL/RI.K.2: With prompting and support, retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting ▪ Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group. ▪ Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting. <p>RL/RI.K.3: With prompting and support, identify characters, settings, and major events in a story/With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL/RI.K.4: Ask and answer questions about unknown words in a text/With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RL/RI.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)/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>Range of Reading and Level of Activity</p> <p>RL.K. 10: Actively engage in group reading activities with purpose and understanding.</p>
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ELA Kindergarten Map/Pacing Guide 2018-2019

Reading Foundational Skills

Print Concepts

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.

Phonological Awareness

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.
- 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.

Phonics and Word Recognition

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C: Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing: Opinion

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written

about and express an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.4: (Begins in grade 3)

ELA Kindergarten Map/Pacing Guide 2018-2019

<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>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>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards)</p> <p>RL K.1-2</p> <p>DIBELS Progress Monitoring</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions 	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	<p style="text-align: center;">Opinion</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Upper and lower formation</p> <p style="text-align: center;">Details/Labeling</p>

ELA Kindergarten Map/Pacing Guide 2018-2019

	<p>Reading: Informational Text/Literature RI/RL.K.1: With prompting and support, ask and answer questions about key details in a text/With prompting and support, ask and answer questions about key details in a text. RI/RL.K.2: With prompting and support, identify the main topic and retell key details of a text/With prompting and support, retell familiar stories, including key details. RI/RL.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/With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RI/RL.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)/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). RI/RL.K.8: With prompting and support, identify the reasons an author gives to support points in a text/(RL.K.8 not applicable to literature)</p> <p>Range of Reading and Level of Activity RL.K. 10: Actively engage in group reading activities with purpose and understanding.</p>		
	<p>Writing: Opinion W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...). W.K.4: (Begins in grade 3) 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.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
	<p>Language L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
	<p><i>Assessments (Evidence)</i></p>	<p><i>Language Development</i></p>	<p><i>Foundational Skills</i></p>

ELA Kindergarten Map/Pacing Guide 2018-2019

	<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS Progress Monitoring</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions 	<p>Phonemic Awareness & Phonics Instruction</p>	<p>Opinion</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>
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<p><i>Topic & Standards</i></p> <p>Q3 UNIT 6</p> <p>Time Frame</p> <p>4 weeks</p>	<p>Reading: Literature/Informational Text RL/RI.K.1: With prompting and support, ask and answer questions about key details in a text/ With prompting and support answer questions about key details in a text</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model how to ask and answer text dependent questions. ▪ Guide students through practice of asking and answering questions with a partner/in a small group. ▪ Provide students opportunities to independently practice asking and answering questions about details in a text. ▪ Identify key details of a text. ▪ Ask questions about key details in a text. ▪ Answer questions about key details in a text. <p>RL/RI.K.2: With prompting and support, retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Model identifying the key details of a story, retelling the beginning, middle and of the story, identifying characters and setting ▪ Guide students through practice of retelling a familiar story, including key details and identifying the character and setting with a partner/in a small group. ▪ Provide students with opportunities to independently practice retelling a familiar story, including key details and identifying the character and setting.
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ELA Kindergarten Map/Pacing Guide 2018-2019

RL/RI.K.3: With prompting and support, identify characters, settings, and major events in a story/With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL/RI.K.4: Ask and answer questions about unknown words in a text/With prompting and support, ask and answer questions about unknown words in a text.

RL/RI.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)/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).

Range of Reading and Level of Activity

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

Reading Foundational Skills

Print Concepts

RF.K.1: Demonstrate understanding of the organization and basic features of print.

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- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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.
- 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.

Phonics and Word Recognition

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C: Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

ELA Kindergarten Map/Pacing Guide 2018-2019

<p>¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus,/CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p>			
<p>Writing: Narrative 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. W.K.4: (Begins in grade 3) 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>Language L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS Progress Monitoring</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions 	<p>Phonemic Awareness & Phonics Instruction</p>	<p>Opinion</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>

ELA Kindergarten Map/Pacing Guide 2018-2019

<p>Topic & Standards</p> <p>Q4 UNIT 7</p> <p>Time Frame</p> <p>4 weeks</p>	<p>Reading: Informational Text/Literature RI/RL.K.1: With prompting and support, ask and answer questions about key details in a text/With prompting and support, ask and answer questions about key details in a text. RI/RL.K.2: With prompting and support, identify the main topic and retell key details of a text/With prompting and support, retell familiar stories, including key details. RI/RL.K.5: Recognize common types of texts (e.g., storybooks, poems)/Identify the front cover, back cover, and title page of a book K.RI/RL.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)/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). RI/RL.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)/With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Activity RL.K. 10: Actively engage in group reading activities with purpose and understanding.</p>
	<p>Writing: Informative/Explanatory W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they is being written about and supply some information about the topic. W.K.4: (Begins in grade 3) 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 opinions about them). 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>Language L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.3: (Begins in grade 2) L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

ELA Kindergarten Map/Pacing Guide 2018-2019

	<i>Assessments</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
	<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS Progress Monitoring</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions 	<p>Phonemic Awareness & Phonics Instruction</p>	<p>Opinion</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>