



ELA Kindergarten Map/Pacing Guide 2019-2020

Topic & Standards

Q1
UNIT 1

Time Frame

6 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.5 Recognize common types of texts (e.g., storybooks, poems)/Identify front cover, back cover, and title pages of a book.

RL/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/Name the author and illustrator of a text and define the role of each in presenting the ideas or information 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).

RL/RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories/With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

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.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...*).

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<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>Speaking and Listening</p> <p>SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) 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.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>Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Print many upper- and lowercase letters.</p> <p style="padding-left: 40px;">B. Use frequently occurring nouns and verbs.</p>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS - Benchmark assessment and progress monitoring biweekly.</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: Chicka Chicka Boom Boom Wk. 2: Stand Tall Molly Lou Mellon</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>Letter Formation/Labeling</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>

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	<p>Assess Letter Identification/sounds</p> <p>Sight word checks - Aug./Sept. word list. May go to the next lists depending on how the child scores. 75% or better (of the required words) go to the next list. Must say the word correctly or self-correct within 3 seconds. Monthly word lists are attached at the end of this document.</p>	<p>Wk. 3: Chrysanthemum Wk. 4: Lilly's Purple Plastic Purse Wk. 5: The Recess Queen Wk. 6: The Dot</p>		
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<p style="text-align: center;">Topic & Standards</p> <p style="text-align: center;">Q1/Q2 UNIT 2</p> <p style="text-align: center;">Time Frame</p> <p style="text-align: center;">7 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.5 Recognize common types of texts (e.g., storybooks, poems)./Identify the front cover, back cover, and title page of a book.</p> <p>RL/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./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>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/RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories./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>RL/RI.K. 10 Actively engage in group reading activities with purpose and understanding./Actively engage in group reading activities with purpose and understanding.</p>
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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: Narrative

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.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

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

Speaking and Listening

SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners 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 in various media and other formats (e.g., orally) 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.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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/ (e.g., dog, dogs; wish, wishes).

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.

<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
Weekly formatives on Illuminate (3-5 questions aligned to standards) RI K.1-2 & 7 DIBELS biweekly Progress Monitoring Assess Letter Identification/sounds	Comprehension, Vocabulary, and Writing Integrated <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions Wk. 7: Knuffle Bunny Wk. 8: Otis	Phonemic Awareness & Phonics Instruction <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	Letter Formation/Labeling Recognize letters in name Environmental Print/recognize first and last name Upper and lower formation Details/Labeling

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	<p>Sight word checks - Aug./Sept, Oct. & Nov. Word List. May go to the next lists depending on how the child scores. 75% or better (of the required words) go to the next list. Must say the word correctly or self-correct within 3 seconds. Monthly word lists are attached at the end of this document.</p>	<p>Wk. 9: Pumpkin Jack Wk. 10 : Bat Loves Night Wk. 11: Halloween Books Wk. 12: Wimberley Worried Wk. 13: Scaredy Squirrel</p>		
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<p><i>Topic & Standards</i></p> <p>Q2/Q3 UNIT 3</p> <p>Time Frame</p> <p>7 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.5 Recognize common types of texts (e.g., storybooks, poems)./Identify the front cover, back cover, and title page of a book.</p> <p>RL/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./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>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>RL/RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories./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>
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RL/RI.K.10 Actively engage in group reading activities with purpose and understanding./ 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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Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
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- 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: Informative/Explanatory

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 ...*).

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- 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.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.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.

Speaking and Listening

- SL.K.1** Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- SL.K.2** Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) 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.
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

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.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
- L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel phonemes (sounds).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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	<p>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>
	<p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS biweekly Progress Monitoring and Mid-year Benchmark Assessment</p> <p>Assess Letter Identification/sounds</p> <p>Sight word checks - Nov. & Dec. word list. May go to the next lists depending on how the child scores. 75% or better (of the required words) go to the next list. Must say the word correctly or self-correct within 3 seconds. Monthly word lists are attached at the end of this document.</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. 14: Turkey Trouble Wk. 15: Bear Snores On Wk. 16: Gingerbread Girl/Man Wk. 17: Christmas Books Wk. 18: Snowy Day Wk. 19: Snowmen at Night Wk. 20: Ice Bear</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>Labeling/Informative Reports</p> <p>Recognize letters in name</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Details/Labeling</p> <p>Respond to questions</p>

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<p style="text-align: center;"><i>Topic & Standards</i></p> <p style="text-align: center;">Q3 UNIT 4</p> <p style="text-align: center;">Time Frame</p> <p style="text-align: center;">6 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.5 Recognize common types of texts (e.g., storybooks, poems)./Identify the front cover, back cover, and title page of a book.</p> <p>RL/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./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>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>RL/RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories./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>
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RI/RI.K.10 Actively engage in group reading activities with purpose and understanding./Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

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

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- 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: Informative/Explanatory

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 ...*).

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	<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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
	<p>Speaking and Listening</p> <p>SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners 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 in various media and other formats (e.g., orally) 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.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>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. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). <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. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel phonemes (sounds). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <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>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>
Weekly formatives on Illuminate (3-5 questions aligned to standards)	Comprehension, Vocabulary, and Writing Integrated	Phonemic Awareness & Phonics Instruction	Opinion Compose Opinion Pieces
		<ul style="list-style-type: none"> ▪ Blend and Segment 	

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	<p>RL K.1-2</p> <p>DIBELS biweekly Progress Monitoring</p> <p>Assess Letter Identification/sounds</p> <p>Sight word checks - Dec., Jan. & Feb. word list. May go to the next lists depending on how the child scores. 75% or better (of the required words) go to the next list. Must say the word correctly or self-correct within 3 seconds. Monthly word lists are attached at the end of this document.</p>	<ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions <p>Wk. 21: Tacky the Penguin Wk. 22: Just Going to the Dentist Wk. 23: Roses are Pink, Your Feet Really Stink Wk. 24: Duck for President/Abe Lincoln Wk. 25: Hooway for Wodney Wat Wk. 26: The Three Billy Goats Fluff</p>	<ul style="list-style-type: none"> ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	<p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>
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<p><i>Topic & Standards</i></p> <p>Q4 UNIT 5</p> <p>Time Frame</p> <p>7 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.5 Recognize common types of texts (e.g., storybooks, poems)./Identify the front cover, back cover, and title page of a book.</p> <p>RL/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./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>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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RL/RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories./With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RL/RI.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.

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

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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.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

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

Speaking and Listening

SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners 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 in various media and other formats (e.g., orally) 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.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use interrogatives (question words) (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.

- 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 phonemes (sounds).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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	<p>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>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p> <p>DIBELS biweekly Progress Monitoring/Final Benchmark Assessment</p> <p>Assess Letter Identification/sounds</p> <p>Sight word checks - Feb., March and April word list. May go to the next lists depending on how the child scores. 75% or better (of the required words) go to the next list. Must say the word correctly or self-correct within 3 seconds.</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. 27: Piggie Pie Wk. 28: Jamie O'Rourke and the Big Potato Wk. 29: Tops & Bottoms Wk. 30: The Easter Bunny Wk. 31: Chickens Aren't the Only Ones Wk. 32: Don't Let Pigeon Drive the Bus Wk. 33: A Sick Day for Amos McGee</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>Opinion/Personal Narrative</p> <p>Environmental Print/recognize first and last name</p> <p>Upper and lower formation</p> <p>Details/Labeling</p>

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	Monthly word lists are attached at the end of this document.			
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<p><i>Topic & Standards</i></p> <p>Q4 UNIT 6</p> <p>Time Frame</p> <p>2 weeks</p>	<p>Reading: Informational Text/Literature</p> <p>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.</p> <p>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.</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>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).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <hr/> <p>Writing: Informative/Explanatory</p> <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.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.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>
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<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 and Listening</p> <p>SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners 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 in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something 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>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"> b. Use frequently occurring nouns and verbs. d. Understand and use interrogatives (question words) (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. <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. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel phonemes (sounds). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <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>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
<i>Assessments</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1-2</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) 	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme 	<p>Personal Narrative</p> <p>Environmental Print/recognize first and last name</p>

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	<p>DIBELS biweekly Progress Monitoring</p> <p>Assess Letter Identification/sounds</p> <p>Sight word checks - March, April & May word list. May go to the next lists depending on how the child scores. 75% or better (of the required words) go to the next list. Must say the word correctly or self-correct within 3 seconds. Monthly word lists are attached at the end of this document. If student masters all Kindergarten sight words assess on Dolch sight words.</p>	<ul style="list-style-type: none"> ▪ Reading connected/decodable text ▪ Text dependent questions 	<ul style="list-style-type: none"> ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	<p>Upper and lower formation</p> <p>Details/Labeling</p>
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Kindergarten Sight word lists

Aug./Sept.	October	November	December	January	February	March	April	May
I	see	come	what	is	go	over	down	off
like	we	me	you	of	soon	all	do	take
the	to	with	now	many	here	she	went	our
and	a	my	are	how	they	her	only	day
*no	*on	*here	*said	so	for	no	little	show
*go	*up	*do	*is	where	up	he	just	too
*so	*for	*into	*all	find	make	some	have	
*he	*be	*ask	*but	from	play	when	help	
*can	*must	*say	*was	but	them	there	one	
	*she	*look	*play	this	give	by	every	
	*just		*some	came	say	must	ask	
				on	new	away	walk	
				will	said		look	
				into	good		out	
				that	was		very	
				your	then		their	
				be	could		saw	
				who	ate		put	
				*by				

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				*help				
				*away				
* words are challenge words for students who master all required words for the month.								