

Jasper City Schools

Kindergarten ELA Pacing Guide

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, etc).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>1. Reading: Foundational Skills:</u></p> <p style="text-align: center;"><u>Print Concepts:</u></p> <p>RF.K.1-Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1a-Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1c-Understand that words are separated by spaces in print.</p> <p>RF.K.1d-Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p style="text-align: center;"><u>Phonological Awareness</u></p> <p>RF.K.2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2a-Recognize and produce rhyming words.</p> <p>RF.K.2b-Count, pronounce, blend and segment syllables in spoken words.</p> <p>RF.K.2d-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling</p>	<p><u>1. Reading: Foundational Skills</u></p> <p><u>2. Reading - Literature:</u></p> <p><u>3. Reading– Informational Text::</u></p> <p><u>Integration of Knowledge and Ideas</u></p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>4. Language: Conventions of Standard</u></p>	<p><u>1. Reading: Foundational Skills:</u></p> <p style="text-align: center;"><u>Phonological Awareness</u></p> <p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RF.2.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sound in three phoneme words.</p>	<p><u>1. Reading: Foundational Skills:</u></p> <p>RF.K. 2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><u>2. Reading -Literature:</u></p> <p><u>3. Reading– Informational Text:</u></p> <p>RI. K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>4. Language:</u></p> <p><u>5. Speaking and Listening:</u></p> <p><u>6. Writing:</u></p>

<p>of the word.)</p> <p style="text-align: center;"><u>Phonics and Word Recognition</u></p> <p>RF.K.3.a Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant</p> <p>RF.K.3b-Associate the long and short sounds with common spellings (graphemes) for the five major vowels).</p> <p>RF.K.3c-Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, care, do, does</i>).</p> <p>RF.K.3d Distinguishing between similarly spelled words by identifying the sounds of the letters that differ</p> <p style="text-align: center;"><u>Fluency</u></p> <p>RF.K.4-Read emergent-reader texts with purpose and understanding.</p> <p><u>2.Reading -Literature:</u></p> <p style="text-align: center;"><u>Key Ideas and Details</u></p> <p>RL.K.1-With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2-With prompting and support, identify the main topic and retell key details of a text.</p> <p>RL.K.3-With Prompting and support, identify characters, settings, and major events in a story.</p> <p style="text-align: center;"><u>Integration of Knowledge and Ideas</u></p> <p>RL.K.5-Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (for example, what moment in a story an illustration depicts).</p> <p>RL.K . 9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p style="text-align: center;"><u>Range of Reading and</u></p>	<p style="text-align: center;"><u>English</u></p> <p>LK.2.a Capitalize the first word in a sentence and pronoun I.</p> <p>LK.2.b Recognize and name end punctuation.</p> <p>LK.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes }.</p> <p>LK.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p style="text-align: center;"><u>Vocabulary Acquisition and Use</u></p> <p>LK.5.c Identify real-life connections between words and their use.</p> <p>L.K.6 Use words and phrases acquired through conversations,</p>	<p style="text-align: center;"><u>Phonics and Word Recognition</u></p> <p style="text-align: center;"><u>RF.K.3.a</u></p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p style="text-align: center;"><u>RF.K.3.c</u> Read common high-frequency words by sight.</p> <p style="text-align: center;"><u>RF.K.3.d</u> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p style="text-align: center;"><u>Fluency</u></p> <p style="text-align: center;"><u>RF.K.4</u> Read emergent-reader texts with purpose and understanding.</p>	
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<p style="text-align: center;"><u>Level of Text Complexity</u></p> <p><u>RL.K . 1 0</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>3.Reading– Informational</u> <u>Text:</u></p> <p style="text-align: center;"><u>Craft and Structure</u></p> <p>RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4-With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5-Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p style="text-align: center;"><u>Integration of Knowledge and Ideas</u></p> <p>RI.K.7-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)</p> <p>RI.K.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).</p> <p><u>4.Language:</u></p> <p style="text-align: center;"><u>Conventions of Standard English</u></p> <p>L.K.1a-Print many uppercase and lowercase letters.</p> <p>L.K.1b-Use frequently occurring nouns and verbs.</p> <p>L.K.1c-Form regular plural nouns orally by adding /s/ or /es/ (e.g, <i>dog, dogs; wish, wishes</i>).</p> <p>L.K.1d-Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p style="text-align: center;"><u>Conventions of Standard English:</u></p> <p>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5a-Sort common objects into categories (e.g., shapes, foods)</p>	<p>reading and being read to, and responding to texts.</p> <p><u>5.Speaking and Listening:</u></p> <p>6. Writing:</p> <p><u>Text Types and Purposes</u></p> <p><u>W.K.1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book</p> <p><u>W.K . 2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><u>2.Reading - Literature:</u></p> <p><u>3.Reading– Informational</u> <u>Text:</u></p> <p><u>4.Language:</u> L.K.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on kindergarten reading and content.</p> <p><u>5.Speaking and Listening:</u> <u>SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><u>6. Writing</u></p>	
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to gain a sense of the concepts the categories represent.
L.K.5c-Identify real life connections between words and the use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

5.Speaking and Listening:
Comprehension and Collaboration

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

SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.2-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Presentation of Knowledge and Ideas

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

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.

6. Writing:

Text Types and Purposes

W.K3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.

W.K. 6

With guidance and support from adults, explore a variety of digital tools, and publish writing, including a collaboration with peers.

<p>W.K.1-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.2-Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>W. K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p style="text-align: center;"><u>Research to Build and Present Knowledge</u></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>K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Language</u></p>			
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