

Walker County Schools

Kindergarten ELA Pacing Guide

(Revised June 2017)

- Thoughtful and effective *planning* throughout the school year is crucial for student mastery of standards.
- Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
- Writing opportunities should be included in all content areas.
- 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.).
- **Essential Skills** (which are listed at the end of this document) are a prioritized set of learning expectations that Walker County Schools has determined to be the most essential for students to learn. While all college and career-ready standards should be taught, the essential skills are those that have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Literature</u> RL.K.2-With prompting and support, retell familiar stories, including key details. RL.K.3-With prompting and support, identify characters, settings and major events in a story. 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. RL.K.10-Actively engage in group reading activities with purpose and understanding.</p> <p><u>Informational Text</u> RI.K.5-Identify the front cover, back cover, and title page of a book. RI.K.6-Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.</p>	<p><u>Literature</u> RL.K.1-With prompting and support, ask and answer questions about key details in a text. RL.K.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><u>Informational Text</u> RI.K.1-With prompting and support, ask and answer questions about key details in a text. 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 and illustration depicts).</p>	<p><u>Literature</u> RI.K.4-Ask and answer questions about unknown words in a text. RI.K.9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><u>Informational Text</u> RI.K.2-With prompting and support, identify the main topic and retell key details of a text. RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4-With prompting and support, ask and answer questions about unknown words in a text. RI.K.8-With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><u>Literature</u> RL.K.5-Recognize common types of texts (e.g., storybooks, poems).</p> <p><u>Foundational Skills</u> RF.K.3b-Associate the long sounds with common spellings (graphemes) for the five major vowels.</p> <p><u>Language</u> L.K.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.K.1c-Form regular plural nouns orally by adding /s/ or /es/ (e.g, dog, dogs; wish, wishes). L.K.1f-Produce and expand complete sentences in shared language activities. L.K.4-Determine or clarify the meaning of unknown and multiple-</p>

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

Foundational Skills

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

RF.K.1a-Follow words from left to right, top to bottom, and page by page.

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

RF.K.3.a-Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3c-Read common high-frequency words by sight.

Language

L.K.1a-Print many uppercase and lowercase letters.

L.K.5a-Sort common objects into categories (e.g., shapes, foods) 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).

Speaking and Listening

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

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.3-Ask and answer questions in order to seek help, get information, or

Foundational Skills

RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters.

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

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

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

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

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

RF.K.3b-Associate the **short** sounds with the most common spellings (graphemes) for the five major vowels.

Language

L.K.1b-Use frequently occurring nouns and verbs.

L.K.1d-Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how).

L.K.2c-Write a letter or letters for most consonants and short-vowel sounds (phonemes).

L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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).

Foundational Skills

RF.K.2a-Recognize and produce rhyming words.

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

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

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

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

Language

L.K.1e-Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.2a-Capitalize the first word in a sentence and the pronoun I.

L.K.2b-Recognize and name end punctuation.

Writing

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., My favorite book is...).

W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several

meaning words and phrases based on *kindergarten reading content*.

L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*.)

L.K.4b-Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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

L.K.5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Writing

W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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.

*Writing standards should be incorporated into the content areas.

<p>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.6-Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>*Writing standards should be incorporated into the content areas.</p>	<p>L.K.5d-Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>Speaking and Listening</u> SL.K.1b-Continue a conversation through multiple exchanges. SL.K.2-Confirm understanding of a text read aloud or information presented orally or through other media asking and answering questions about key details and requesting clarification if something is not understood. SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>*Writing standards should be incorporated into the content areas.</p>	<p>loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 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>*Writing standards should be incorporated into the content areas.</p>	
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Academic Language

The following **academic language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks. The words listed below reflect the *suggested* vocabulary necessary for students to become proficient with grade-level standards.

<u>Literature</u>	<u>Foundational Skills</u>	<u>Language</u>	<u>Speaking and Listening</u>
<ul style="list-style-type: none">• Ask• Answer• Key Detail• Question• Main Idea• Retell• Text• Character• Setting• Event• Author• Illustrator• Illustration• Reason• Compare• Contrast	<ul style="list-style-type: none">• Blend• Segment• Syllable• Substitute• Sight Word• Uppercase Letter• Lowercase Letter• Alphabet• Left• Right• Top• Bottom• Page• Sequence• Letters• Words• Spaces• Print• Name• Initial Sound• Middle Sound• Final Sound• Long-Vowel Sound• Short-Vowel Sound• High-Frequency Word• Rhyme• Text• Author• Illustrator• Illustration	<ul style="list-style-type: none">• Print• Uppercase Letter• Lowercase Letter• Capitalize• Noun• Pronoun• Verb• Plural• Punctuation• Action• Interrogative• Consonant• Short-Vowel Sound• Object• Verb• Adjective• Opposite• Preposition• Sentence	<ul style="list-style-type: none">• Conversation• Rule• Discussion• Thought• Feeling• Ask• Answer• Question• Detail

Essential Skills

Literature

RL.K.3-With prompting and support, identify characters, settings and major events in a story.

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.

Informational Text

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

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Foundational Skills

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

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

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

RF.K.2a-Recognize and produce rhyming words.

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

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

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

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

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

RF.K.3.a-Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.

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

RF.K.3c-Read common high- frequency words by sight.

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

Language

L.K.1a-Print many uppercase and lowercase letters.

L.K.2a-Capitalize the first word in a sentence and the pronoun I.

L.K.2b-Recognize and name end punctuation.

L.K.2c-Write a letter or letters for most consonants and short-vowel sounds (phonemes).

L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Speaking and Listening

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).

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