

**Jasper City Schools**  
**Kindergarten ELA Pacing Guide**  
**2019-2020**

- 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><b><u>1. Reading: Foundational Skills:</u></b></p> <p style="text-align: center;"><b><u>Print Concepts:</u></b></p> <p><b>RF.K.1</b>-Demonstrate understanding of the organization and basic features of print.  <b>RF.K.1a</b>-Follow words from left to right, top to bottom, and page by page.  <b>RF.K.1b</b>-Recognize that spoken words are represented in written language by specific sequences of letters.  <b>RF.K.1c</b>-Understand that words are separated by spaces in print.  <b>RF.K.1d</b>-Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p style="text-align: center;"><b><u>Phonological Awareness</u></b></p> <p><b>RF.K.2</b>-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>RF.K.2a</b>-Recognize and produce rhyming words.  <b>RF.K.2b</b>-Count, pronounce, blend and segment syllables in spoken words.  <b>RF.K.2d</b>-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/,</p>	<p><b><u>1. Reading: Foundational Skills</u></b></p> <p><b><u>2. Reading - Literature:</u></b></p> <p><b><u>3. Reading– Informational Text::</u></b></p> <p><b><u>Integration of Knowledge and Ideas</u></b>  <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b><u>1. Reading: Foundational Skills:</u></b></p> <p style="text-align: center;"><b><u>Phonological Awareness</u></b></p> <p><b><u>RF.2.2</u></b>  Demonstrate understanding of spoken words, syllables, and sounds.  <b><u>RF.2.2.c</u></b> Blend and segment onsets and rimes of single-syllable spoken words.  <b><u>RF.K.2.d</u></b>  Isolate and pronounce the initial, medial vowel, and final</p>	<p><b><u>1. Reading: Foundational Skills:</u></b>  <b><u>RF.K. 2.e</u></b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b><u>2. Reading -Literature:</u></b></p> <p><b><u>3. Reading– Informational Text:</u></b>  <b><u>RI. K.8</u></b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b><u>4. Language:</u></b></p> <p><b><u>5. Speaking and Listening:</u></b></p> <p><b><u>6. Writing:</u></b></p>

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.)

**Phonics and  
Word Recognition**

**RF.K3.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

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

**RF.K.3c**-Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, care, do, does*).

**RF.K.3d** Distinguishing 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.

**2.Reading -Literature:**

**Key Ideas and Details**

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

**RL.K.2**-With prompting and support, identify the main topic and retell key details of a text.

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

**Integration of Knowledge  
and Ideas**

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

**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.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).

**4.Language:  
Conventions of  
Standard  
English**

LK.2.a  
Capitalize the first word in a sentence and pronoun I.

LK.2.b  
Recognize and name end punctuation.

LK.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes }.

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

**Vocabulary  
Acquisition  
and Use**

LK.5.c Identify real-life connections between words and their use.

sound in three phoneme words.

**Phonics and  
Word  
Recognition  
RF.K.3.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.

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

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

**Fluency**

**RF.K.4** Read emergent-reader texts

<p><b><u>RI.K . 9</u></b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p style="text-align: center;"><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b><u>RI.K . 10</u></b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>3.Reading– Informational Text:</u></b></p> <p style="text-align: center;"><b><u>Craft and Structure</u></b></p> <p><b>RI.K.3-</b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4-</b>With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5-</b>Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.6-</b>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;"><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RI.K.7-</b>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><b>RI.K.9-</b> 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><b><u>4.Language:</u></b></p> <p style="text-align: center;"><b><u>Conventions of Standard English</u></b></p> <p><b>L.K.1a-</b>Print many uppercase and lowercase letters.</p> <p><b>L.K.1b-</b>Use frequently occurring nouns and verbs.</p> <p><b>L.K.1c-</b>Form regular plural nouns orally by adding /s/ or /es/ (e.g, <i>dog, dogs; wish, wishes</i>).</p> <p><b>L.K.1d-</b>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p style="text-align: center;"><b><u>Conventions of Standard English:</u></b></p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b><u>5.Speaking and Listening:</u></b></p> <p><b><u>6. Writing:</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.K.1</u></b> 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><b><u>W.K . 2</u></b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing</p>	<p>with purpose and understanding.</p> <p><b><u>2.Reading - Literature:</u></b></p> <p><b><u>3.Reading– Informational Text:</u></b></p> <p><b><u>4.Language:</u></b></p> <p><b>L.K.4</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based on kindergarten reading and content.</p> <p><b><u>5.Speaking and Listening:</u></b></p> <p><b><u>SL.K.3</u></b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
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<p><b>L.K.5</b>-With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.K.5a</b>-Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>L.K.5c</b>-Identify real life connections between words and the use (e.g., note places at school that are colorful).</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p style="text-align: center;"><b><u>5.Speaking and Listening:</u></b> <b><u>Comprehension and Collaboration</u></b></p> <p><b>SL.K.1</b>-Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.1a</b>-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>SL.K.2</b>-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.</p> <p style="text-align: center;"><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><b>SL.K.4</b>-Describe familiar people, places, things, and events, and with prompting and support, provide additional details.</p> <p><b>SL.K.5</b>-Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b>-Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b><u>6. Writing:</u></b></p> <p style="text-align: center;"><b><u>Text Types and Purposes</u></b></p> <p><b>W.K.1</b>-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>about and supply some information about the topic.</p> <p><b>W.K3</b> 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.</p> <p><b><u>W.K. 6</u></b></p> <p>With guidance and support from adults, explore a variety of digital tools, and publish writing, including a collaboration with peers.</p>	<p><b><u>6. Writing</u></b></p>	
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<p><b>W.K.2</b>-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><b>W.K.3</b> 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><b>W . K.5</b> 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;"><b><u>Research to Build and Present Knowledge</u></b></p> <p><b>W.K.7</b> 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><b>K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Language</i></p>			
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