

Kindergarten Pacing Guide 2024-2025

Trimester 1 - 60 Days

**These are year-long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.*

Beginning of the Year - Approximately 2 - 3 Weeks

- Routines & Procedures

FUNDations

- **FUNDations Orientation**
 - How to echo letters
 - Large formation grid with lines
 - Pencil grip & tracing
 - Letter keyword sound & skywrite concept: t
 - Introduce student notebook/practice book
 - Drill sound warm up
 - Sky Write/Letter Formation
 - Echo/ Letter formation

***Refer to the FUNDations TE for specific lesson activities**

- **Unit 1 Week 1**
 - Letter Keyword Sound Concepts: b, f
 - Word Play: Sentence Awareness With Sentence Frames
 - Storytime: Echo Finds Dinner I

***Refer to the FUNDations TE for specific lesson activities**

- **Unit 1 Week 2**
 - Letter Keyword Sound Concepts: n,m
 - Word Play: Sentence Awareness With Sentence Frames
 - Storytime: Echo Finds Dinner II

***Refer to the FUNDations TE for specific lesson activities**

Unit 1: Going Places

| Anchor Text | Reading Target Skill | Language & Conventions | Writing | FUNdations <small>*Refer to the FUNdations TE for specific lesson activities.</small> |
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| <p>Unit 1 Week 1</p> <p>“Mission Accomplished”</p> <p>How does imagination make a place seem different?</p> | <p>Use text evidence to identify & describe characters in a literary text.</p> | <p>Singular Nouns</p> | <p>Introduce</p> <p>Introduce Writer’s Workshop</p> | <p>Unit 1 Week 3</p> <p>Letter Keyword Sound Concepts: i, u</p> <p>Word Play: Sentence Awareness w/Sentence Frames</p> <p>Storytime: Echo Finds Dinner III</p> |
| <p>Unit 1 Week 2</p> <p>“Too Many Place to Hide”</p> <p>What is exciting about moving to a new place?</p> | <p>Ask & answer questions about plot in literary texts.</p> | <p>Singular Nouns</p> | <p>Develop Elements</p> <p>Parts of a Book:</p> <ul style="list-style-type: none"> - Front Cover - Back Cover - Title Page | <p>Unit 1 Week 4</p> <p>Practice: c, o</p> <p>Storytime: <i>Echo Finds Dinner III</i></p> |
| <p>Unit 1 Week 3</p> <p>“Ask the Library”</p> <p>What makes us want to visit a special place?</p> | <p>Use text evidence to identify the main idea in informational text.</p> | <p>Plural Nouns</p> | <p>Develop Structure</p> <p>Types of Books</p> <p>Spaces Between Words</p> | <p>Unit 1 Week 5</p> <p>Practice: a,g</p> <p>Storytime: Rhyming Picture Books</p> |
| <p>Unit 1 Week 4</p> <p>“Where is Twister?”</p> <p>What is fun about exploring new places?</p> | <p>Create new understandings about setting in literary text.</p> | <p>Plural Nouns</p> | <p>Writer’s Craft</p> <p>Ask and Answer Questions About Drawings</p> <p>Make and Respond to suggestions during writing club</p> | <p>Unit 1 Week 6</p> <p>Practice: d, s</p> <p>Capitalization of Names</p> <p>Storytime: Rhyming Picture Books</p> <p>*Mid-Unit Check from PLC</p> |

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| <p>Unit 1 Week 5</p> <p>“A Visit to the Art Store”</p> <p>How can we describe special places?</p> | <p>Make connections between the author's purpose and society in informational text.</p> | <p>Singular & Plural Nouns</p> | <p>Publish, Celebrate & Assess</p> <p>Edit for Parts of a Book</p> <p>Incorporate Peer Feedback</p> <p>How to Celebrate</p> | <p>Unit 1 Week 7</p> <p>Practice: e, r</p> <p>Capitalization of Names</p> <p>Storytime: Alliteration Books</p> |
| <p>Unit 1 Week 6</p> <p>Inquiry & Research: “Let’s Go”</p> <p>What makes a place special?</p> | <p>Review & Assess</p> <p>Compare Across Texts</p> | <p>Spiral Review</p> | <p>Research</p> <p>Research Art and History Museums</p> <p>Write/Draw about which kind of museum is better.</p> | <p>Unit 1 Week 8</p> <p>Sky Write/Letter Formation: p,j</p> <p>Storytime: <i>Baby Echo Flies I</i></p> |

Unit 2: Living Together

| Anchor Text | Reading Target Skill | Language & Conventions | Writing | FUNdations <small>*Refer to the FUNdations TE for specific lesson activities.</small> |
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| <p>Unit 2 Week 1</p> <p>“Animals on the Move”</p> <p>Why do some animals move from place to place?</p> | <p>Identify the main idea to understand informational text.</p> | <p>Adjectives and Articles</p> | <p>Introduce and Immerse</p> <p>Informational List Books</p> <p>Main Idea and Details in List Books</p> <p>Simple Graphics</p> <p>Generate Ideas for Books</p> <p>Plan List Book</p> | <p>Unit 1 Week 9</p> <p>Sky Write/Letter Formation: l,h,k</p> <p>Storytime: <i>Baby Echo Flies II</i></p> |
| <p>Unit 2 Week 2</p> <p>“From Nectar to Honey”</p> <p>How do some living things make what they need?</p> | <p>Use text structure to ask and answer questions about informational text.</p> | <p>Adjectives and Articles</p> | <p>Develop Elements</p> <ul style="list-style-type: none"> - Compose a Title - Explore Main Idea - Apply Main Idea - Explore Details - Apply Details | <p>Unit 1 Week 10</p> <p>Sky Write/Letter Formation: v,w</p> <p>• Storytime: <i>Baby Echo Flies III</i></p> |

Trimester 2 - 60 Days

**These are year-long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.*

Unit 2 Continued: Living Together

| Anchor Text | Reading Target Skill | Language & Conventions | Writing | FUNdations <small>*Refer to the FUNdations TE for specific lesson activities.</small> |
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| <p style="text-align: center;">Unit 2 Week 3</p> <p style="text-align: center;">“Do We Need This?”</p> <p style="text-align: center;">How do we know what we need?</p> | <p style="text-align: center;">Make personal connections to characters in literary text.</p> | Present-Tense Verbs | <p style="text-align: center;">Develop Structure</p> <p>Graphics</p> <p>Explore Words/Sentences</p> <p>Explore & Apply Organized Ideas</p> | <p style="text-align: center;">Unit 1 Week 11</p> <p>Sky Write/Letter Formation: y,x</p> <p>Storytime: <i>Baby Echo Flies IV</i></p> |
| <p style="text-align: center;">Unit 2 Week 4</p> <p style="text-align: center;">“Open Wide!”</p> <p style="text-align: center;">How do different animals eat their food?</p> | <p style="text-align: center;">Use text features to make and confirm predictions about informational text</p> | Verbs | <p style="text-align: center;">Writer’s Craft</p> <p>Edit for Singular and Plural Nouns</p> <p>Explore & apply edit for Capitalization</p> <p>Explore & apply edit for Adjectives</p> | <p style="text-align: center;">Unit 1 Week 12</p> <p>Sky Write/Letter Formation Practice: z,q</p> <p>Storytime: Rhyming picture books</p> <p>*Unit Test Recording Form</p> |
| <p style="text-align: center;">Unit 2 Week 5</p> <p style="text-align: center;">“Run, Jump, Swim”</p> <p style="text-align: center;">Why is exercise important?</p> | <p style="text-align: center;">Use text structure to find important details in persuasive text.</p> | Future-Tense Verbs | <p style="text-align: center;">Publish, Celebrate, & Assess</p> <p>Edit for Prepositions</p> <p>Edit for Capitalization</p> <p>Prepare for Celebration</p> | <p style="text-align: center;">Unit 2 Week 1</p> <p>Teach Tapping to Read Words - <i>CVC</i></p> <p>Sky Write/Letter Formation</p> <p>Make words for Decoding</p> <p>Storytime: ABC books</p> |
| <p style="text-align: center;">Unit 2 Week 6</p> <p style="text-align: center;">Inquiry & Research: “Get a Pet”</p> | <p style="text-align: center;">Review & Assess</p> <p style="text-align: center;">Compare Across Texts</p> | Spiral Review | <p style="text-align: center;">Research</p> <p>Write/Draw about a pet and its needs. Present the information.</p> | <p style="text-align: center;">Unit 2 Week 2</p> <p>Make Words for Decoding- <i>Tap & Blend</i></p> <p>Practice: (A,B) (C,D) (E,F) (G,H)</p> <p>Alphabetical Order</p> <p>Storytime: ABC books</p> |

Unit 3: Tell Me a Story

| Anchor Text | Reading Target Skill | Language & Conventions | Writing | FUNdations <small>*Refer to the FUNdations TE for specific lesson activities.</small> |
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| <p>Unit 3 Week 1</p> <p>“How Anansi Got His Stories”</p> <p>How can we learn from stories?</p> | <p>Visualize details about the theme in folktales.</p> | <p>Subjective Case Pronouns</p> | <p>Introduce and Immerse</p> <p>Fiction - Characters & Setting, Plot</p> <p>Generate Ideas</p> <p>Plan your fiction story</p> | <p>Unit 2 Week 3</p> <p>Sky Write/Letter Formation Practice: (I,J) (K,L) (M,N) (O,P)</p> <p>Storytime: ABC books</p> |
| <p>Unit 3 Week 2</p> <p>“The Gingerbread Man” & “The Story of the Cornbread Man”</p> <p>How are two versions of the same story alike and different?</p> | <p>Compare and contrast stories and make inferences about fairy tales.</p> | <p>Objective Case Pronouns</p> | <p>Develop Elements</p> <p>Setting</p> <p>Explore & Apply Characters</p> <p>Explore & Apply Plot</p> | <p>Unit 2 Week 4</p> <p>Sky Write/Letter Formation Practice: (Q,R,) (S,T,U) (V,W,X) (Y,Z)</p> <p>*Unit Test Recording Form</p> |
| <p>Unit 3 Week 3</p> <p>Poetry Collection:</p> <p>“Humpty Dumpty”</p> <p>“Hickory Dickory Dock”</p> <p>“Duck Meets the Moon”</p> <p>Why do we like poems?</p> | <p>Discuss rhyme and rhythm, and ask and answer questions about poetry.</p> | <p>Possessive Case Pronouns</p> | <p>Develop Structure</p> <p>Organize ideas</p> <p>Explore & apply compose a beginning and end</p> | <p>Unit 3 Week 1</p> <p>Drill Sound /Warm-up</p> <p>Teach Tapping for Segmentation & Spelling</p> <p>Listen for Sounds: Long vowel/short vowel</p> <p>Alphabetical Order</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Write Words</p> <p>Tap & Blend: <i>CVC, CVCe, nonsense words</i></p> <p>Storytime: <i>Baby Echo Finds Echo At Last I</i></p> |

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| <p>Unit 3 Week 4</p> <p>“The Best Story”</p> <p>Why do we like certain kinds of stories?</p> | <p>Discuss the author's purpose and make and confirm predictions about a fiction story.</p> | <p>Prepositions</p> | <p>Writer’s Craft</p> <p>Edit for Subjective and Objective Pronouns</p> <p>Explore & Apply edit for Complete Sentences</p> <p>Explore & Apply edit for Adjectives and Articles</p> | <p>Unit 3 Week 2</p> <p>Drill Sound /Warm-up</p> <p>Teach Tapping for Segmentation & Spelling</p> <p>Listen for Sounds: Long vowel/short vowel</p> <p>Alphabetical Order</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Write Words</p> <p>Tap & Blend: <i>CVC,CVCe, nonsense words</i></p> <p>Storytime: <i>Baby Echo Finds Echo At Last 2</i> - Teacher Retelling</p> |
| <p>Unit 3 Week 5</p> <p>“Monsi Can Help”</p> <p>What do myths teach us about nature?</p> | <p>Make connections to plot in myths.</p> | <p>Prepositions</p> | <p>Publish, Celebrate, Assess</p> <p>Edit for Punctuation Marks & Capitalization</p> <p>Prepare for Celebration</p> | <p>Unit 3 Week 3</p> <p>Drill Sound /Warm-up</p> <p>Teach Tapping for Segmentation & Spelling</p> <p>Listen for Sounds: Long vowel/short vowel</p> <p>Alphabetical Order</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Write Words</p> <p>Tap & Blend: <i>CVC,CVCe, nonsense words</i></p> <p>Storytime: <i>Baby Echo Finds Echo At Last 2</i> - Teacher Retelling</p> |

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| <p style="text-align: center;">Unit 3 Week 6</p> <p>Inquiry & Research: “My Favorite Story”</p> <p style="text-align: center;">Why do we like stories?</p> | <p style="text-align: center;">Review & Assess</p> <p style="text-align: center;">Compare Across Texts</p> | <p style="text-align: center;">Spiral Review</p> | <p style="text-align: center;">Research</p> <p style="text-align: center;">Research a story and write/draw about why people should read this story.</p> | <p style="text-align: center;">Unit 3 Week 4</p> <p>Drill Sounds/Warm-up</p> <p>Make words for decoding</p> <p>Alphabetical Order</p> <p>Echo/Find Letters & Words</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Write Words</p> <p>Tap & Blend: <i>CVC, CVCe, nonsense words</i></p> <p>Storytime: <i>Baby Echo Finds Echo At Last</i> - Student retelling</p> |
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Trimester 3 - 60 Days

**These are year-long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.*

Unit 4: Then & Now

| Anchor Text | Reading Target Skill | Language & Conventions | Writing | FUNdations <small>*Refer to the FUNdations TE for specific lesson activities.</small> |
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| <p style="text-align: center;">Unit 4 Week 1</p> <p style="text-align: center;">“Cars Are Always Changing”</p> <p style="text-align: center;">Why is it important to make inventions better?</p> | <p>Find important details about pieces of information in narrative nonfiction.</p> | <p>Complete Sentences</p> | <p>Introduce and Immerse</p> <p>Personal Narratives- Characters and Setting, Plot</p> <p>Generate Ideas</p> <p>Plan your personal narratives</p> | <p style="text-align: center;">Unit 3 Week 5</p> <p>Teach when to use <i>c or k</i></p> <p>Storytime: Select a <i>Picture Book</i> that tells a narrative story</p> |
| <p style="text-align: center;">Unit 4 Week 2</p> <p style="text-align: center;">“Uncovering the Past”</p> <p style="text-align: center;">How do we learn about the past?</p> | <p>Make inferences about the main idea in narrative nonfiction.</p> | <p>Kinds of Sentences</p> | <p>Develop Elements</p> <p>Setting</p> <p>Explore & Apply Characters & Plot</p> | <p style="text-align: center;">Unit 3 Week 6</p> <p>Make words for decoding</p> <p>Alphabetical Order</p> <p>Echo/Find Letters & Words</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Write Words</p> <p>Tap & Blend: <i>CVC, CVCe, nonsense words</i></p> <p>Storytime: <i>Previously read storybook-</i> Student retelling-</p> <p>*Unit Test Recording Form</p> |

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| <p>Unit 4 Week 3</p> <p>“Grandma’s Phone”</p> <p>How has communication changed over time?</p> | <p>Visualize details about the setting in a literary text.</p> | <p>End Punctuation</p> | <p>Develop Structure</p> <p>What Happens First</p> <p>Explore & Apply what happens next, & last</p> | <p>Unit 4 Week 1</p> <p>Introduce Digraphs: <i>wh, ch, sh, th, ck</i></p> <p>Read Sentences: Scoop & Read</p> <p>Storytime: Narrative Story Picture books</p> |
| <p>Unit 4 Week 4</p> <p>“Changing Laws, Changing Lives: Dr. Martin Luther King, Jr.”</p> <p>What was life like in the past?</p> | <p>Use text features to create new understandings about narrative nonfiction.</p> | <p>Question Words</p> | <p>Writer’s Craft</p> <p>Edit for punctuation marks</p> <p>Explore & Apply verbs & subjective possessive pronouns</p> | <p>Unit 4 Week 2</p> <p>Tap & Blend: <i>CVC, digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Reinforce sentence structure & spelling</p> <p>Read Sentences: Scoop & Read for Fluency</p> <p>Storytime: Narrative Story Picture books from previous week- Student Retelling</p> |
| <p>Unit 4 Week 5</p> <p>“Tempura, Tempera”</p> <p>What can we learn from family traditions?</p> | <p>Ask and answer questions about the theme in literary text.</p> | <p>Question Words</p> | <p>Publish, Celebrate, Assess</p> <p>Edit for Capitalization & spelling</p> <p>Prepare for Celebration</p> | <p>Unit 4 Week 3</p> <p>Teach spelling of CK</p> <p>Distinguish between Long Vowel/Short Vowel Sounds</p> <p>Make Words for Decoding- <i>Tap & Blend</i> Segment Sounds</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Storytime: Cod Fish on Chart Paper T.E.p331</p> <p>Model Expression & Phrasing</p> |

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| <p align="center">Unit 4 Week 6</p> <p>Inquiry & Research: “Looking Back”</p> <p>How can we learn from the past?</p> | <p align="center">Review & Assess</p> <p align="center">Compare Across Texts</p> | <p align="center">Spiral Review</p> | <p>Interview an older family member about what life was like when he/she was a child.</p> <p>Write/Draw about this person and present the information.</p> | <p align="center">Unit 4 Week 4</p> <p>Tap & Blend: <i>CVC, digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Distinguish between Long Vowel/Short Vowel Sounds</p> <p>Make Words for Decoding- <i>Tap & Blend</i></p> <p>Segment Sounds</p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Storytime: <i>Cod Fish</i> on Chart Paper T.E.p331</p> <p align="right">*Unit Test Recording Form</p> |
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Unit 5: Outside My Door

| Anchor Text | Reading Target Skill | Language & Conventions | Writing | FUNdations <small>*Refer to the FUNdations TE for specific lesson activities.</small> |
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| <p align="center">Unit 5 Week 1</p> <p>“Weather Around the World”</p> <p>How have people learned to live in bad weather?</p> | <p>Make inferences about text-illustration connections in informational text.</p> | <p align="center">Capitalization</p> | <p>Introduce and Immerse</p> <p>Questions and Answer Books</p> <p>Questions, Answer, Generate Ideas</p> <p>Plan your Question & Answer Books</p> | <p align="center">Unit 5 Week 1</p> <p>Tap & Blend: <i>CVC, digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Reinforce sentence structure & spelling</p> <p>Read Sentences: Scoop & Read for Fluency</p> <p>Proofread</p> <p>Storytime: Narrative & informational books</p> |
| <p align="center">Unit 5 Week 2</p> <p>“A Desert in Bloom”</p> <p>What helps plants live in hot climates?</p> | <p>Find important details about text structure of informational text.</p> | <p align="center">End Punctuation</p> | <p>Develop Elements</p> <p>What you know about your topic</p> <p>Explore & Apply</p> <p>Compose Questions & Answers</p> | <p align="center">Unit 5 Week 2</p> <p>Tap & Blend: <i>CVC, digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Sentence Dictation</p> |

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| | | | | <p>Reinforce Capitalization & Punctuation</p> <p>Read Sentences</p> <p>Scoop & Read for Fluency, Review Sentence Dictation,</p> <p>Proofread</p> <p>Storytime: Narrative Fiction VS. informational text</p> <p>Recall Main Events</p> <p>Describe a Character, Setting</p> |
| <p>Unit 5 Week 3</p> <p>Poetry Collection: Weather Poems</p> <p>How do we describe weather?</p> | <p>Visualize details and discuss elements of poetry.</p> | <p>Complete Sentences</p> | <p>Develop Structure</p> <p>Organize Ideas</p> <p>Explore & Apply Compose and Introduction and Conclusion</p> <p>Explore & Apply Graphics</p> | <p>Unit 5 Week 3</p> <p>Tap & Blend: <i>CVC, digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Sentence Dictation</p> <p>Reinforce Capitalization & Punctuation</p> <p>Read Sentences</p> <p>Scoop & Read for Fluency, Review Sentence Dictation, Proofread</p> <p>Storytime: Narrative & informational books</p> |
| <p>Unit 5 Week 4</p> <p>“Tornado Action Plan & Blizzard Action Plan”</p> <p>How can we protect ourselves in bad weather?</p> | <p>Ask and answer questions about and make connections between informational texts</p> | <p>Ask and Answer Questions</p> <p>Expand Sentences</p> | <p>Writer’s Craft</p> <p>Edit for verbs</p> <p>Explore & Apply digital tools to produce & publish writing</p> | <p>Unit 5 Week 4</p> <p>Tap & Blend: <i>CVC, digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Sentence Dictation</p> <p>Reinforce Capitalization & Punctuation</p> <p>Read Sentences</p> |

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| | | | | <p>Scoop & Read for Fluency, Review Sentence Dictation, Proofread</p> <p>Storytime:Narrative Fiction VS. informational text</p> |
| <p>Unit 5 Week 5</p> <p>“Who Likes Rain?”</p> <p>How can rainy weather help the Earths?</p> | <p>Create new understandings about characters in drama.</p> | <p>Expand Sentences</p> | <p>Publish, Celebrity, Assess</p> <p>Edit Spelling</p> <p>Add Details</p> <p>Prepare for Celebration</p> | <p>Unit 5 Week 5</p> <p>Tap & Blend: <i>CVC,digraphs, nonsense words</i></p> <p>Letter Formation: <i>Upper/lowercase</i></p> <p>Sentence Dictation</p> <p>Reinforce Capitalization & Punctuation</p> <p>Read Sentences</p> <p>Scoop & Read for Fluency, Review Sentence Dictation, Proofread</p> <p>Storytime:Narrative Fiction VS. informational text</p> |
| <p>Unit 5 Week 6</p> <p>Inquiry & Research: “The Best Weather”</p> <p>What can we learn from the weather?</p> | <p>Review & Assess</p> <p>Compare Across Texts</p> | <p>Spiral Review</p> | <p>Research</p> <p>Research a favorite season or type of weather. Incorporate media. Write or draw a persuasive song or poem about it.</p> | <p>Unit 5 Week 6</p> <p>Tap & Blend</p> <p>Letter Formation: Upper/lowercase</p> <p>Nonsense Words</p> <p>Sentence Dictation</p> <p>Reinforce Capitalization & Punctuation</p> <p>Read Sentences</p> |

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| | | | | <p>Scoop & Read for Fluency</p> <p>Proofread</p> <p>Storytime: Narrative & informational books</p> <p>Review: Front & Back Cover, Title, Author, Illustrator,</p> <p>Recall Main Events</p> <p>Describe a Character</p> <p>*Unit Test Recording Form</p> |
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