

Kindergarten Pacing Guide – ESL/ELA Scaffold – Revised 2020

Trimester 1

Welcome to Kindergarten - Getting to Know You (first three half days of the school year)

Selections	Phonemic Awareness/Phonics Concepts of Print	Vocabulary	Comprehension	Listening and Speaking
Teacher Discretion Possible choices: <u>Miss Bindergarten Gets Ready for Kindergarten</u> <u>David Goes To School</u> <u>Swimmy</u> <u>Rainbow Fish</u> <u>Charlie the Caterpillar</u> <u>Me First</u> <u>Chrysanthemum</u> <u>The Kissing Hand</u>	<p style="text-align: center;">Previewing the Alphabet</p> Getting to Know You – Connecting Children’s Names to Letters and Sounds <ul style="list-style-type: none"> • Recognize Names • Distinguish Letters, Numbers • Book Handling • Environmental Print 	Respect Cooperation Responsibility Friends Class rules School rules	<u>Comprehension Skill:</u> Story Discussion <u>Comprehension Strategy:</u> Text-to-Self Connections	Alphabet Song ABC books Nursery Rhymes

Getting Ready to Learn

	Selections	Concepts of Print	Phonemic Awareness	Letter Names
Week 1	<p>Rhymes</p> <ul style="list-style-type: none"> • "Jack and Jill" • "One, Two, Three, Four, Five" • "Pease Porridge Hot" • "Colors" • "To Market, To Market" <p>Teacher Discretion-Possible Choices Alphabet Adventure Alphabet Under Construction Chicka Chicka Boom Boom Alphabet Mystery</p>	<ul style="list-style-type: none"> • Recognize Names • Distinguish Letters, Numbers • Book Handling • Environmental Print 	<ul style="list-style-type: none"> • Rhyming Words • Blend Syllables 	Letter Focus: Aa, Bb, Cc, Dd, Ee
Week 2	<p>Rhymes</p> <ul style="list-style-type: none"> • "I Went Upstairs" • "Mix a Pancake" • "Sing a Song of Sixpence" • "Little Arabella Stiller" <p>Songs "Quack! Quack! Quack!"</p> <p>Teacher Discretion-Possible Choices Dr. Seuss’s ABC’s Alphabet Soup Mommy Doesn’t Know My Name The Name Jar A My Name Is Alice</p>	<ul style="list-style-type: none"> • Book Handling • Distinguish Letters, Numbers • Environmental Print • Recognize First and Last Names 	<ul style="list-style-type: none"> • Rhyming Words • Blend and Segment Syllables 	Letter Focus: Ff, Gg, Hh, Ii, Jj

Journey’s - Unit 1

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Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Listening and Speaking	Grammar and Writing	Decodable Readers
1	<p><u>Big Book:</u> <i>What Makes a Family?</i></p> <p><u>Genre:</u> Informational Text (Social Studies)</p> <p><u>Essential Questions:</u> What is the Same about all families? How can I find the most important ideas in a selection?</p> <p><u>Read Aloud:</u> <i>Building with Dad</i></p> <p><u>Genre:</u> Realistic Fiction</p>	<p><u>Paired Selections:</u></p> <ul style="list-style-type: none"> • "Frère Jacques" • "Everybody Says" • "Tortillas for Mommy" • "My Little Sister" <p><u>Genre for "Frère Jacques":</u> Poetry and Lullaby</p> <p><u>Genre for Remaining Paired Selections:</u> Poetry</p> <p><u>Text Focus Skill</u> Illustrations</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Rhyming Words • Single Sounds <p><u>Letter Names:</u> Letter Focus: Kk, Ll, Mm, Nn, Oo</p> <p><u>Words to Know:</u> I</p> <p><u>Fluency:</u> Read with Expression</p>	<p><u>Selection Vocabulary:</u> celebrate (v), family (n), memories (n), include (v)</p> <p><u>Oral Vocabulary:</u> cranes, crew, gleaming, mechanic, outlining, solid</p> <p><u>Vocabulary Strategy:</u> Classify and Categorize: Family Words</p>	<p><u>Comprehension Skill:</u> Main Ideas</p> <p><u>Comprehension Strategy:</u> Summarize</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Directionality: Left to Right • Punctuation: Period 	N/A	<p><u>Grammar Skill:</u> Nouns for People</p> <p><u>Writing Mode:</u> Writing About Us Labels (Names)</p> <p><u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none"> • <i>See What We Can Do</i> • <i>We Can Make It</i>

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2	<p><u>Big Book:</u> <i>How Do Dinosaurs Go to School?</i> <u>Genre: Fantasy</u></p> <p><u>Essential Questions:</u> Why do we have rules at school? What clues tell me how a character feels?</p> <p><u>Read Aloud:</u> <i>Friends at School</i> <u>Genre:</u> <u>Informational Text (Social Studies)</u></p>	<p><u>Paired Selection:</u> "My School Bus" <u>Genre: Informational Text (Social Studies)</u> <u>Text Focus Skill</u> Photographs/Map</p>	<p><u>Phonemic Awareness:</u> Beginning Sounds <u>Letter Names:</u> Letter Focus: Pp, Qq, Rr, Ss, Tt <u>Words to Know:</u> like <u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> bullying (v), tidies (v), fidget (v), interrupt (v) <u>Oral Vocabulary:</u> busy, company, container, job, scoop, tortoises <u>Vocabulary Strategy:</u> Rhyme</p>	<p><u>Comprehension Skill:</u> Understanding Characters <u>Comprehension Strategy:</u> Infer/Predict <u>Concepts of Print</u> • Directionality: Locate Print, Left to Right • Punctuation: Period</p> <p style="color: red; text-align: center;">Progress Monitoring 1/2</p>	N/A	<p><u>Grammar Skill:</u> Nouns for Places <u>Writing Mode:</u> Writing About Us Labels <u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none"> • <i>We Go to School</i> • <i>I Like</i>
Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Listening and Speaking	Grammar and Writing	Decodable Readers
3	<p><u>Big Book:</u> <i>Please, Puppy, Please</i> <u>Genre: Realistic Fiction</u></p> <p><u>Essential Questions:</u> Why do people have to take care of their pets? How do the parts of a story work together?</p> <p><u>Read Aloud:</u> <i>I Have a Pet!</i></p>	<p><u>Paired Selection:</u> "Different Kinds of Dogs" <u>Genre: Informational Text (Science)</u> <u>Text Focus Skill</u> Diagram</p>	<p><u>Phonemic Awareness:</u> • Beginning Sounds • Words in Oral Sentences <u>Letter Names:</u> Letter Focus: Uu, Vv, Ww, Xx, Yy, Zz <u>Words to Know:</u> the <u>Fluency:</u> Reading Rate</p>	<p><u>Selection Vocabulary:</u> fetch (v), inside (n), outside (n), please (v) <u>Oral Vocabulary:</u> cooperate, curious, interesting, slimy, smooth, vet <u>Vocabulary Strategy:</u> Synonyms</p>	<p><u>Comprehension Skill:</u> Story Structure <u>Comprehension Strategy:</u> Monitor/Clarify <u>Concepts of Print</u> • Directionality: Left to Right, Spoken Words to Print • Letters and Words: First, Last Letters, Distinguish Letters from Words</p>	N/A	<p><u>Grammar Skill:</u> Nouns for Animals and Things <u>Writing Mode:</u> Writing About Us Captions <u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none"> • <i>Baby Bear's Family</i> • <i>The Party</i>

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	<u>Genre: Realistic Fiction</u>							
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4	<p><u>Big Book:</u> <i>Everybody Works</i></p> <p><u>Genre:</u> <u>Informational Text (Social Studies)</u></p> <p><u>Essential Questions:</u></p> <p>What kinds of work do people do?</p> <p><u>Read Aloud:</u> <i>Pizza at Sally's</i></p> <p><u>Genre: Realistic Fiction</u></p>	<p><u>Paired Selection:</u></p> <ul style="list-style-type: none"> "The Elves and the Shoemaker" "The Lion and the Mouse" <p><u>Genre for <i>Elves</i>:</u> <u>Fairy Tale (Traditional Tale)</u></p> <p><u>Genre for <i>Lion</i>:</u> <u>Fable (Traditional Tale)</u></p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> Beginning Sounds Words in Oral Sentences <p><u>Phonics:</u></p> <p>Letter/Sound: m</p> <p><u>Words to Know:</u></p> <p>and</p> <p><u>Fluency:</u></p> <p>Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u></p> <p>creating (v), delivering (v), hobby (n), protecting (v)</p> <p><u>Oral Vocabulary:</u></p> <p>customers, dough, famous, perfect, sprinkled, stretchy</p> <p><u>Vocabulary Strategy:</u></p> <p>Environmental Print</p>	<p><u>Comprehension Skill:</u></p> <p>Text and Graphic Features</p> <p><u>Comprehension Strategy:</u></p> <p>Analyze/Evaluate</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> Capitalization: First Word in a Sentence Punctuation: Period, Question Mark 	<p><u>Extend Through Research</u></p> <p>Ask Questions</p> <p><u>Listening and Speaking:</u></p> <p>Share Ideas</p>	<p><u>Grammar Skill:</u></p> <p>Action Verbs in Present Tense</p> <p><u>Writing Mode:</u></p> <p>Writing About Us Class Story (Telling Details)</p> <p><u>Focus Trait:</u></p> <p>Ideas</p>	<ul style="list-style-type: none"> • Mm • I Like Mm
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Progress Monitoring - 3/4

Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Listening and Speaking	Grammar and Writing	Decodable Readers
5	<p><u>Big Book:</u> <i>The Handiest Things in the World</i></p> <p><u>Genre:</u> <u>Informational Text</u></p> <p><u>Essential Question:</u></p> <p>How Do Tools Help Us Do things with our hands?</p> <p><u>Read Aloud:</u> <i>The Little Red Hen</i></p>	<p><u>Paired Selection:</u></p> <p>Stone Soup</p> <p><u>Genre: Folk Tale/Traditional Tale</u></p> <p><u>Text Focus Skill</u></p> <p>Captions (left/right; back/front)</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> Beginning Sounds Words in Oral Sentences <p><u>Phonics:</u></p> <ul style="list-style-type: none"> Letter/Sound: s Review: m, s <p><u>Words to Know:</u></p> <p>I, like, the, and</p>	<p><u>Selection Vocabulary:</u></p> <p>attach (v), blowing (v), noisemaker (n), whiskers (n)</p> <p><u>Oral Vocabulary:</u></p> <p>admired, delicious, delight, doubt, fable, sigh</p> <p><u>Vocabulary Strategy:</u></p> <p>Synonyms</p>	<p><u>Comprehension Skill:</u></p> <p>Sequence of Events</p> <p><u>Comprehension Strategy:</u></p> <p>Question</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> Capitalization: First Word in a Sentence Punctuation: Period, Question Mark, Exclamation Point 	<p><u>Extend Through Media Literacy</u></p> <p>Identify Media Forms</p> <p><u>Listening and Speaking:</u></p> <p>Share Ideas</p>	<p><u>Grammar Skill:</u></p> <p>Action Verbs in Present Tense</p> <p><u>Writing Mode:</u></p> <p>Writing About Us Class Story (Telling Details)</p> <p><u>Focus Trait:</u></p> <p>Ideas</p>	<ul style="list-style-type: none"> • Ss • I Like Ss

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	Genre: Folk Tale and Fable (Traditional Tale)		Fluency: Read with Expression				
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ADMINISTER UNIT 1 BENCHMARK

Journey's - Unit 2

Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Research/Listening and Speaking	Grammar/Writing	Decodable Readers
6	<p><u>Big Book:</u> <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p><u>Essential Questions:</u> How do our senses help us learn about the world? How are the five senses the same and different?</p> <p><u>Read Aloud:</u> <i>Listen, Listen</i> Genre: Concept</p>	<p><u>Paired Selections:</u></p> <ul style="list-style-type: none"> • "Picnic Day" • "Here Are My Eyes" • "The Storm" • "Five Wonderful Senses" <p>Genre: Poetry</p> <p><u>Text Focus Skill</u> Poetry: Rhyme</p>	<p><u>Phonemic Awareness:</u> Blend Onset and Rime</p> <p><u>Phonics:</u> Letter/Sound: Short a</p> <p><u>Words to Know:</u> see</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> aware (adj.), senses (n), sight (n), touch (n)</p> <p><u>Oral Vocabulary:</u> drift, ripen, scurry, sizzle, whisper, whistle</p> <p><u>Vocabulary Strategy:</u> Context Clues</p> <p style="color: red; font-weight: bold;">Progress Monitoring 5/6</p>	<p><u>Comprehension Skill:</u> Compare and Contrast</p> <p><u>Comprehension Strategy:</u> Monitor/Clarify</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence • Punctuation: Period, Exclamation Point • Role of Author, Illustrator • Using a Chart 	<p><u>Extend Through Research</u> Identify Sources</p> <p><u>Listening and Speaking:</u> Share Ideas</p>	<p><u>Grammar Skill:</u> Sensory Words</p> <p><u>Writing Mode:</u> Write to Describe</p> <p><u>Sentences:</u> Using Descriptive Words (Sensory Words)</p> <p><u>Focus Trait:</u> Word Choice</p>	<ul style="list-style-type: none"> • Aa • I See
7	<p><u>Big Book:</u> <i>Mice Squeak, We Speak</i> Genre: Realistic Fiction</p> <p><u>Essential Questions:</u> How do animals communicate? How to people communicate? How can I learn about the characters in a story?</p> <p><u>Read Aloud:</u> <i>Amelia's Show-and-Tell Fiesta</i> Genre: Realistic Fiction</p>	<p><u>Paired Selection:</u> "The Fort Worth Zoo" Genre: Informational Text (Science)</p> <p><u>Text Focus Skill</u> Labels</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Blend Onset and Rime • Segment Onset and Rime <p><u>Phonics:</u> Letter/Sound: t</p> <p><u>Words to Know:</u> we</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> chatter (v), coo (v), snore (v), squawk (v)</p> <p><u>Oral Vocabulary:</u> foolish, frowns, ruffled, special, treasures, tropical</p> <p><u>Vocabulary Strategy:</u> Classify and Categorize: Sensory Words</p>	<p><u>Comprehension Skill:</u> Understanding Characters</p> <p><u>Comprehension Strategy:</u> Analyze/Evaluate</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence • Punctuation: Period, Exclamation Point 	<p><u>Extend Through Research</u> Ask Questions</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p>	<p><u>Grammar Skill:</u> Sensory Words</p> <p><u>Writing Mode:</u> Write to Describe</p> <p><u>Sentences:</u> Using Descriptive Words (Sensory Words)</p> <p><u>Focus Trait:</u> Word Choice</p>	<ul style="list-style-type: none"> • Tt • We Like Toys

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8	<p>Big Book: <i>Move!</i> Genre: Informational Text (Science)</p> <p>Essential Questions: <u>Why do different animals move in different ways?</u> How can details help me understand a selection?</p> <p>Read Aloud: <i>Jonathan and His Mommy</i> Genre: Realistic Fiction</p>	<p>Paired Selection: "The Hare and the Tortoise" Genre: Folk Tale and Fable (Traditional Tale)</p> <p>Text Focus Skill Characteristic of a Fable (teaches a lesson)</p>	<p>Phonemic Awareness: • Blend Onset and Rime • Segment Onset and Rime</p> <p>Phonics: Letter/Sound: c /k/</p> <p>Words to Know: a</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: colony (n), rustling (v), slithers (v), startled (v)</p> <p>Oral Vocabulary: backward, beat, leap, strange, wiggle, zigzag</p> <p>Vocabulary Strategy: Classify and Categorize: Action Words</p>	<p>Comprehension Skill: Details</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print • Capitalization: First Word in a Sentence • Punctuation: Period, Question Mark, Exclamation Point</p>	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Colors</p> <p>Writing Mode: Write to Describe Captions: Using Descriptive Words in Sentences (Colors, Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • Cc • / Can See
Progress Monitoring 7/8								
9	<p>Big Book: <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p>Essential Questions: Why do people use wheels? What can I learn from the pictures in a selection?</p> <p>Read Aloud: <i>Good Morning, Digger</i> Genre: Realistic Fiction</p>	<p>Paired Selection: "Wheels Long Ago and Today" Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos and Illustrations</p>	<p>Phonemic Awareness: Blend Phonemes</p> <p>Phonics: Letter/Sound: p</p> <p>Words to Know: to</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: sputter (v), travelers (n), twirl (v), patrol (v)</p> <p>Oral Vocabulary: early, weeds, community, cement, vacant, welding</p> <p>Vocabulary Strategy: Rhyme</p>	<p>Comprehension Skill: Text and Graphic Features</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print • Using Pictures and Text • Punctuation: Period, Exclamation Point, Question Mark</p>	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Numbers</p> <p>Writing Mode: Write to Describe Description: Using Descriptive Words (Numbers)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • Pp • / Like Animals
10	<p>Big Book: <i>Mouse Shapes</i> Genre: Fiction</p> <p>Essential Questions: <u>What can we create with shapes?</u> How do the parts of a story work together?</p>	<p>Paired Selection: "Signs and Shapes" Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos</p>	<p>Phonemic Awareness: Blend Phonemes</p> <p>Phonics: Review Sounds: m, s, short a,t, c /k/, p</p> <p>Words to Know: see, we, a, to</p>	<p>Selection Vocabulary: hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</p> <p>Oral Vocabulary: add, fluffy, fresh, grinned, moment, shyly</p>	<p>Comprehension Skill: Story Structure</p> <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print • Capitalization: First Letter of a Sentence</p>	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking:</p>	<p>Grammar Skill: Adjectives for Size and Shape</p> <p>Writing Mode: Write to Describe Description: Using Descriptive Words (Size and Shape)</p> <p>Focus Trait:</p>	<ul style="list-style-type: none"> • Mmmm, Good! • The Playground

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<u>Read Aloud:</u> <i>David's Drawings</i> Genre: Realistic Fiction		<u>Fluency:</u> Read with Expression	<u>Vocabulary Strategy:</u> Classify and Categorize: Shape Words	• Punctuation: Quotation Marks Progress Monitoring 9/10	Share Information and Ideas	Word Choice	
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ADMINISTER UNIT 2 BENCHMARK

Trimester 2

Journey's - Unit 3

Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Research/Listening and Speaking	Grammar/Writing	Decodable Readers
11	<p><u>Big Book:</u> <i>Jump into January</i> Genre: Informational Text</p> <p><u>Essential Questions:</u> <u>How does the weather change in different months and seasons?</u> How are the months of the year the same and different?</p> <p><u>Read Aloud:</u> <i>Every Season</i> Genre: Informational Text (Social Studies)</p>	<p><u>Paired Selection:</u> "Holidays All Year Long" Genre: Informational Text (Social Studies)</p> <p><u>Text Focus Skill</u> Calendar</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Blend Phonemes • Final Sound <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Review: Short a • Blending Words <p><u>Words to Know:</u> come, me</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> glistens (v), jive (v), local (adj.), orchard (n)</p> <p><u>Oral Vocabulary:</u> bloom, peck, scatter, speckled, store, tracks</p> <p><u>Vocabulary Strategy:</u> Figurative Language</p>	<p><u>Comprehension Skill:</u> Compare and Contrast</p> <p><u>Comprehension Strategy:</u> Question</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Capitalization: First Letter of a Name • Phrases, Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point 	<p><u>Extend Through Research</u> Record and Publish Research</p> <p><u>Listening and Speaking:</u> Share Information</p>	<p><u>Grammar Skill:</u> Sentence Parts: Subject</p> <p><u>Writing Mode:</u> Write to Express (Fictional Narrative)</p> <p>Sentences: Exact Nouns</p> <p><u>Focus Trait:</u> Word Choice</p>	<ul style="list-style-type: none"> • <i>Come and See Me</i> • <i>Pam and Me</i>
12	<p><u>Big Book:</u> <i>Snow</i> Genre: Fantasy</p> <p><u>Essential Questions:</u> What do animals do when the weather changes? What clues help me figure out things the author does not tell me?</p> <p><u>Read Aloud:</u> <i>Storm Is Coming!</i> Genre: Fantasy</p>	<p><u>Paired Selection:</u> "How Water Changes" Genre: Informational Text (Science)</p> <p><u>Text Focus Skill</u> Photos and Captions</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Blend Phonemes • Final Sound <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Letter/Sound: n • Blending Words <p><u>Words to Know:</u> with, my</p> <p><u>Fluency:</u> Read with expression</p>	<p><u>Selection Vocabulary:</u> drifted (v), gathering (v), swirled (v), wisely (adv.)</p> <p><u>Oral Vocabulary:</u> guard, huddle, nodded, pasture, silent, stampede</p> <p><u>Vocabulary Strategy:</u> Classify & Categorize: Sensory Words</p>	<p><u>Comprehension Skill:</u> Conclusions</p> <p><u>Comprehension Strategy:</u> Monitor/Clarify</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Letters and Words • Punctuation: Quotation Marks <p>Progress Monitoring 11/12</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms (and Techniques)</p> <p><u>Listening and Speaking:</u> Share Ideas</p>	<p><u>Grammar Skill:</u> Sentence Parts: Verb</p> <p><u>Writing Mode:</u> Write to Express (Fictional Narrative)</p> <p>Sentences: Exact Verbs</p> <p><u>Focus Trait:</u> Word Choice</p>	<ul style="list-style-type: none"> • <i>I Can Nap</i> • <i>Tap with Me</i>

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13	<p>Big Book: <i>What Do You Do With A Tail Like This?</i> <u>Genre: Informational Text</u></p> <p>Essential Questions: <u>How do animals use their different body parts?</u> Why do authors write informational texts? Read Aloud: <i>AZebra's World</i> <u>Genre: Informational Text (Science)</u></p>	<p>Paired Selections: • Poems About Animals <u>Genre: Poetry</u></p> <p>Text Focus Skill Poetry: Rhythm</p>	<p>Phonemic Awareness: • Blend Phonemes • Final Sound Phonics: • Letter/Sound: f • Blending Words Words to Know: you, what Fluency: Reading Rate</p>	<p>Selection Vocabulary: everywhere (adj.), nature (n), salamander (n), surrounded (adj.) Oral Vocabulary: daily, herd, muscles, pattern, several, usually Vocabulary Strategy: Classify and Categorize: Color Words</p>	<p>Comprehension Skill: Author's Purpose</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print Words and Sentences</p>	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Complete Sentences (Is it a sentence?): Capitalization and Punctuation</p> <p>Writing Mode: Write to Express (Fictional Narrative) Sentences: Details</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>What Can You See?</i> • <i>Fat Cat</i>
14	<p>Big Book: <i>Turtle Splash!</i> <u>Genre: Informational Text</u></p> <p>Essential Questions: Where do different animals make their homes? What causes events in a story to happen?</p> <p>Read Aloud: <i>Home for a Tiger,</i> <i>Home for a Bear</i> <u>Genre: Informational Text (Science)</u></p>	<p>Paired Selection: "Where Animals Live" <u>Genre: Informational Text (Science)</u></p> <p>Text Focus Skill Labels</p>	<p>Phonemic Awareness: • Blend Phonemes • Middle Sound</p> <p>Phonics: • Letter/Sound: b • Blending Words</p> <p>Words to Know: are, now</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: idle (adj.), lounging (v), scampers (v), timid (adv.)</p> <p>Oral Vocabulary: burrow, desert, (beaver's) lodge, patient, shade, soaring</p> <p>Vocabulary Strategy: Classify and Categorize: Number Words</p>	<p>Comprehension Skill: Cause and Effect</p> <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print Letters and Words</p>	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Verbs in Past Tense</p> <p>Writing Mode: Write to Express (Fictional Narrative) Story: Sequence (Beginning, Middle, Ending)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>What Now?</i> • <i>At Bat</i>
Progress Monitoring 13/14								
15	<p>Big Book: <i>What a Beautiful Sky!</i> <u>Genre: Informational Text (Science)</u></p> <p>Essential Questions: <u>What can we see in the sky?</u> Why is it important to know what happens first, next, and last in a selection?</p>	<p>Paired Selection: "What Will the Weather Be Like?" <u>Genre: Informational Text (Science)</u></p> <p>Text Focus Skill Chart/Graph (e.g., showing the week's weather)</p>	<p>Phonemic Awareness: • Blend Phonemes • Middle Sound</p> <p>Phonics: Blending Review</p> <p>Words to Know: come, me, with, my, you, what, are, now</p>	<p>Selection Vocabulary: fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</p> <p>Oral Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel</p> <p>Vocabulary Strategy: Figurative Language: Simile</p>	<p>Comprehension Skill: Sequence of Events</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print Letters, Words, and Sentences</p>	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Statements (Capitalization and Punctuation)</p> <p>Writing Mode: Write to Express (Fictional Narrative) Story: Sequence (Beginning, Middle, Ending)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>Pam Cat</i> • <i>Come with Me</i>

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	<p><u>Read Aloud:</u> <i>How Many Stars in the Sky?</i> <u>Genre: Realistic Fiction</u></p>		<p><u>Fluency:</u> Pause for Punctuation</p>				
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Administer Unit 3 Benchmark

Journey's - Unit 4

Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Research/ Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
16	<p><u>Big Book:</u> <i>What Is Science?</i> <u>Genre: Informational Text (Science)</u></p> <p><u>Essential Questions:</u> <u>What kinds of things do scientists study?</u> Why are details helpful?</p> <p><u>Read Aloud:</u> <i>Dear Mr. Blueberry</i> <u>Genre: Fantasy</u></p>	<p><u>Paired Selection:</u> "Benjamin Franklin, Inventor" <u>Genre: Informational Text (Social Studies)</u></p> <p><u>Text Focus Skill</u> Timeline</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Blend Phonemes • Middle Sound <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Letter/Sound: Short I • Blending Words <p><u>Words to Know:</u> is, how</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> fossils (n), geodes (n), geysers (n), glaciers (n)</p> <p><u>Oral Vocabulary:</u> information, perhaps, pleased, pond, spurt, travel</p> <p><u>Vocabulary Strategy:</u> Classify and Categorize: Science Words</p>	<p><u>Comprehension Skill:</u> Details</p> <ul style="list-style-type: none"> • GO: Web Map <p><u>Comprehension Strategy:</u> Summarize</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Parts of a Book • Role of Author, Illustrator • Directionality: Left to Right <p style="color: red; font-weight: bold;">Progress Monitoring 15/16</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms</p> <p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents 	<p><u>Grammar Skill:</u> Proper Nouns for People and Pets</p> <p><u>Writing Mode:</u> Write to Narrate (Personal Narrative) Sentences: Parts of a Message</p> <p><u>Focus Trait:</u> Organization</p>	<ul style="list-style-type: none"> • <i>What Is It?</i> • <i>It Is My Cab</i>
17	<p><u>Big Book:</u> <i>From Caterpillar To Butterfly</i> <u>Genre: Informational Text</u></p> <p><u>Essential Questions:</u> <u>How do living things change as they grow?</u> What clues help me figure out things the author does not tell me?</p>	<p><u>Paired Selection:</u> "Anansi and Grasshopper" <u>Genre: Folk Tale and Trickster Tale (Traditional Tale)</u></p> <p><u>Text Focus Skill</u> Characteristics of a Trickster Tale</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Blend Phonemes • Segment Phonemes <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Letter/Sound: g • Blending Words <p><u>Words to Know:</u></p>	<p><u>Selection Vocabulary:</u> swoop (v), creep (v), paddle (v), weaves (v)</p> <p><u>Oral Vocabulary:</u> creaks, hare, hinge, howling (wind), path, sways</p> <p><u>Vocabulary Strategy:</u></p>	<p><u>Comprehension Skill:</u> Conclusions</p> <ul style="list-style-type: none"> • GO: Inference Map <p><u>Comprehension Strategy:</u> Infer/Predict</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Using Pictures and Text • Poetry 	<p><u>Extend Through Research</u> Identify Sources</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p> <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism 	<p><u>Grammar Skill:</u> Proper Nouns for Places</p> <p><u>Writing Mode:</u> Write to Narrate (Personal Narrative) Sentences: Parts of a Message</p> <p><u>Focus Trait:</u> Organization</p>	<ul style="list-style-type: none"> • <i>Can You Find It?</i> • <i>Gig Pig</i>

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	<p><u>Read Aloud:</u> <i>It Is the Wind</i> <u>Genre: Realistic Fiction</u></p>		<p>find, this</p> <p><u>Fluency:</u> Read with Expression</p>	<p>Multiple-Meaning Words</p>		<ul style="list-style-type: none"> Form Questions: Use and Respond to Question Words Parts of a Book: Front and Back Covers Parts of a Book: Title Page and Table of Contents 			
18	<p><u>Big Book:</u> <i>Atlantic</i> <u>Genre:</u> <u>Informational Text (Science)</u></p> <p><u>Essential Questions:</u> In what ways is the Atlantic Ocean special? How does knowing why the author wrote a selection help me?</p> <p><u>Read Aloud:</u> <i>One-Dog Canoe</i> <u>Genre: Humorous Fiction</u></p>	<p><u>Paired Selections:</u> •Poems About the Sea <u>Genre: Poetry</u></p> <p><u>Text Focus Skill</u> Poetry: Choral Reading and Chants</p>	<p><u>Phonemic Awareness:</u> • Blend Phonemes • Segment Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: r • Blending Words</p> <p><u>Words to Know:</u> will, be</p> <p><u>Fluency:</u> Read with Expression</p>	<p><u>Selection Vocabulary:</u> dive (v), along (prep), glad (adj.), swim (v)</p> <p><u>Oral Vocabulary:</u> canoe, dew, glided, paddle, peered, crew</p> <p><u>Vocabulary Strategy:</u> Rhyme</p>	<p><u>Comprehension Skill:</u> Author's Purpose • GO: Inference Map</p> <p><u>Comprehension Strategy:</u> Analyze/Evaluate</p> <p><u>Concepts of Print</u> • Letters and Words • Types, Functions of Print Materials: Inform, Entertain</p>	<p><u>Extend Through Research</u> Record and Publish Research</p> <p><u>Listening and Speaking:</u> Share Information</p> <p><u>Study Skills:</u> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents</p>	<p><u>Grammar Skill:</u> Verbs in Future Tense</p> <p><u>Writing Mode:</u> Write to Narrate (Personal Narrative) Sentences: Parts of a Letter (Inside Address)</p> <p><u>Focus Trait:</u> Organization</p>	<ul style="list-style-type: none"> What Will It Be? Rac Is It 	
Progress Monitoring 17/18									
19	<p><u>Big Book:</u> <i>Sheep Take a Hike</i> <u>Genre: Fantasy</u></p> <p><u>Essential Questions:</u> <u>What kinds of things could happen on a hike?</u> What causes events in a story to happen?</p> <p><u>Read Aloud:</u> <i>Nicky and the Rainy Day</i> <u>Genre: Fantasy</u></p>	<p><u>Paired Selections:</u> • "The Three Billy Goats Gruff" • "The Builder and the Oni" <u>Genre: Fairy Tale (Traditional Tale)</u></p> <p><u>Text Focus Skill</u> Storytelling Phrases</p>	<p><u>Phonemic Awareness:</u> • Blend Phonemes • Segment Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: d • Blending Words</p> <p><u>Words to Know:</u> go, for</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> bicker (v), compass (n), hiking (adj.), tramp (v)</p> <p><u>Oral Vocabulary:</u> blizzards, boring, cliffs, impossible, jungle, meadow</p> <p><u>Vocabulary Strategy:</u> Antonyms</p>	<p><u>Comprehension Skill:</u> Cause and Effect • GO: T- Map</p> <p><u>Comprehension Strategy:</u> Question</p> <p><u>Concepts of Print</u> • Punctuation: Period, Question Mark, Exclamation Point • Directionality: Left to Right • Parts of a Book: Page Numbers</p>	<p><u>Extend Through Research</u> Ask Questions</p> <p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents</p>	<p><u>Grammar Skill:</u> Verbs in Past Tense</p> <p><u>Writing Mode:</u> Write to Narrate (Personal Narrative) Story: Exact Nouns</p> <p><u>Focus Trait:</u> Word Choice</p>	<ul style="list-style-type: none"> Go for It! D Is for Dad 	

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20	<p><u>Big Book:</u> <i>Curious George's Dinosaur Discovery</i> <u>Genre: Fantasy</u></p> <p><u>Essential Questions:</u> <u>What do scientists do when they discover something new?</u> Why is it important to know when things happen in a story?</p> <p><u>Read Aloud:</u> <i>Duck & Goose</i> <u>Genre: Fantasy</u></p>	<p><u>Paired Selection:</u> "Exploring Land and Water" <u>Genre:</u> <u>Informational Text (Science)</u></p> <p><u>Text Focus Skill</u> Map</p>	<p><u>Phonemic Awareness:</u> • Blend Phonemes • Segment Phonemes</p> <p><u>Phonics:</u> Blending Review</p> <p><u>Words to Know:</u> is, how, find, this, will, be, go, for</p> <p><u>Fluency:</u> Reading Rate</p>	<p><u>Selection Vocabulary:</u> expected (v), display (n), museum (n), quarry (n)</p> <p><u>Oral Vocabulary:</u> apologized, attention, confusion, notice, snooze, webbed</p> <p><u>Vocabulary Strategy:</u> Synonyms</p>	<p><u>Comprehension Skill:</u> Sequence of Events • GO: Flow Chart</p> <p><u>Comprehension Strategy:</u> Visualize</p> <p><u>Concepts of Print</u> Words • Role of Author</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms (and Techniques)</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p> <p><u>Study Skills:</u> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents</p>	<p><u>Grammar Skill:</u> Verbs: Past, Present, Future</p> <p><u>Writing Mode:</u> Write to Narrate (Personal Narrative) Story: Exact Nouns</p> <p><u>Focus Trait:</u> Word Choice</p>	<ul style="list-style-type: none"> • <i>The Big Dig</i> • <i>We Fit</i>
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Progress Monitoring 19/20 ADMINISTER UNIT 4 BENCHMARK

Trimester 3

Journey's - Unit 5

Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Research/ Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
21	<p><u>Big Book:</u> <i>Zin! Zin! Zin! A Violin</i> <u>Genre: Realistic Fiction</u></p> <p><u>Essential Questions:</u> <u>How do musicians work together to make music?</u> How do characters change in a story?</p> <p><u>Read Aloud:</u> <i>Simon and Molly plus Hester</i> <u>Genre: Realistic Fiction</u></p>	<p><u>Paired Selections:</u> • Poems about Music <u>Genre: Poetry /Song</u></p> <p><u>Text Focus Skill</u> Poetry: Rhyme</p>	<p><u>Phonemic Awareness:</u> Blend and Segment Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: Short o • Adding –s /s/, /z/</p> <p><u>Words to Know:</u> make, play</p> <p><u>Fluency:</u></p>	<p><u>Selection Vocabulary:</u> especially (adv.), market (n), messy (adj.), sometimes (adv.)</p> <p><u>Oral Vocabulary:</u> idea, just, plain, teach, together, until</p> <p><u>Vocabulary Strategy:</u> Multiple-Meaning Words</p>	<p><u>Comprehension Skill:</u> Understanding Characters • GO: T-Map</p> <p><u>Comprehension Strategy:</u> Infer/Predict</p> <p><u>Concepts of Print</u> Directionality: Left to Right</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms</p> <p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u> • Distinguish Between Print Materials • Know Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p><u>Grammar Skill:</u> Pronouns: he, she, we</p> <p><u>Writing Mode:</u> Write to Inform Lists: Structure of Numbered Lists</p> <p><u>Focus Trait:</u> Organization</p>	<ul style="list-style-type: none"> • <i>Make It Pop!</i> • <i>My Dog Tom</i>

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			Read with Expression					
22	<p><u>Big Book:</u> <i>Leo the Late Bloomer</i> <u>Genre: Fantasy</u></p> <p><u>Essential Questions:</u> How do things change when someone is growing up? How do the parts of a story work together?</p> <p><u>Read Aloud:</u> <i>A Tiger Grows Up</i> <u>Genre: Informational Text (Science)</u></p>	<p><u>Paired Selection:</u> "What Can a Baby Animal Do?" <u>Genre: Informational Text (Science)</u></p> <p><u>Text Focus Skill</u> Labels</p>	<p><u>Phonemic Awareness:</u> • Blend and Segment Phonemes • Substitute Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: x, j • Blending Words</p> <p><u>Words to Know:</u> said, good</p> <p><u>Fluency:</u> Reading Rate</p>	<p><u>Selection Vocabulary:</u> bloomer (n), patience (n), signs (n), sloppy (adj.)</p> <p><u>Oral Vocabulary:</u> blend, (tiger) cub, den, pounces, prey, scraps</p> <p><u>Vocabulary Strategy:</u> Antonyms</p>	<p><u>Comprehension Skill:</u> Story Structure • GO: Story Map</p> <p><u>Comprehension Strategy:</u> Analyze/Evaluate</p> <p><u>Concepts of Print</u> • Punctuation: Quotation Marks • Capitalization: First Word in a Sentence, First Letter in a Name • Role of Author</p> <p style="text-align: center;">Progress Monitoring 21/22</p>	<p><u>Extend Through Research</u> Ask Questions</p> <p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u> • Distinguish Between Print Materials • Know Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p><u>Grammar Skill:</u> Pronouns: they, it, I</p> <p><u>Writing Mode:</u> Write to Inform Lists: Structure of Numbered Lists</p> <p><u>Focus Trait:</u> Organization</p>	<ul style="list-style-type: none"> • <i>A Good Job</i> • <i>Fix It!</i>
23	<p><u>Big Book:</u> <i>Zinnia's Flower Garden</i> <u>Genre: Informational Text (Social Studies)</u></p> <p><u>Essential Questions:</u> <u>What steps can someone follow to plant and grow flowers?</u> Why is the order of events in a selection important?</p> <p><u>Read Aloud:</u> <i>Oscar and the Frog</i> <u>Genre: Informational Text (Science)</u></p>	<p><u>Paired Selection:</u> "Growing Sunflowers" <u>Genre: Informational Text (Science)</u></p> <p><u>Text Focus Skill</u> Directions</p>	<p><u>Phonemic Awareness:</u> • Blend and Segment Phonemes • Substitute Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: Short e • Blending Words</p> <p><u>Words to Know:</u> she, all</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</p> <p><u>Oral Vocabulary:</u> tadpole, stared, gills, hatch, shrink, (river) bank</p> <p><u>Vocabulary Strategy:</u> Context Clues</p>	<p><u>Comprehension Skill:</u> Sequence of Events • GO: Flow Chart</p> <p><u>Comprehension Strategy:</u> Visualize</p> <p><u>Concepts of Print</u> Using Graphics</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms (and Techniques)</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p> <p><u>Study Skills:</u> • Distinguish Between Print Materials • Know Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p><u>Grammar Skill:</u> Proper Nouns for Days and Months</p> <p><u>Writing Mode:</u> Write to Inform Invitations (Lists, Sentence Fluency)</p> <p><u>Focus Trait:</u> Organization</p>	<ul style="list-style-type: none"> • <i>My Pet Dog</i> • <i>Ben and Jen</i>
24	<p><u>Big Book:</u> <i>Chameleon, Chameleon</i></p>	<p><u>Paired Selection:</u> "Amazing Animal Bodies"</p>	<p><u>Phonemic Awareness:</u></p>	<p><u>Selection Vocabulary:</u></p>	<p><u>Comprehension Skill:</u> Conclusions • GO: Inference Map</p>	<p><u>Extend Through Media Literacy</u></p>	<p><u>Grammar Skill:</u></p>	<ul style="list-style-type: none"> • <i>Hog in a Hat</i> • <i>Kid Hid</i>

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	<p><u>Genre: Informational Text (Science)</u></p> <p><u>Essential Questions:</u> How do animals' colors help them to survive? What clues help me figure out things the author does not tell me?</p> <p><u>Read Aloud:</u> <i>Red Eyes or Blue Feathers</i></p> <p><u>Genre: Informational Text (Science)</u></p>	<p><u>Genre: Informational Text (Science)</u></p> <p><u>Text Focus Skill</u> Photos</p>	<ul style="list-style-type: none"> • Blend and Segment Phonemes • Substitute Phonemes <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Letter/Sound: h , k • Blending Words <p><u>Words to Know:</u> he, no</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p>danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</p> <p><u>Oral Vocabulary:</u> communicate, mood, scent, sly, survive, temperature</p> <p><u>Vocabulary Strategy:</u> Classify and Categorize: Describing Words</p>	<p><u>Comprehension Strategy:</u> Monitor/Clarify</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Sound Words • Types, Functions of Print Materials 	<p>Identify Media Forms (and Techniques)</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p> <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> • Distinguish Between Print Materials • Know Parts of a Library • Alphabetical Order • Use Newspapers 	<p>Questions (Capitalization and Punctuation)</p> <p><u>Writing Mode:</u> Write to Inform Report: Dictate Facts</p> <p><u>Focus Trait:</u> Ideas</p>	
Progress Monitoring 23/24								
25	<p><u>Big Book:</u> <i>Pie in the Sky</i></p> <p><u>Genre: Realistic Fiction</u></p> <p><u>Essential Questions:</u> <u>How do people get food from plants?</u> How do words and pictures help tell a story?</p> <p><u>Read Aloud:</u> <i>Bread Comes to Life</i></p> <p><u>Genre: Informational Text (Science)</u></p>	<p><u>Paired Selection:</u> "From Apple Tree to Store"</p> <p><u>Genre: Informational Text (Social Studies)</u></p> <p><u>Text Focus Skill</u> Chart</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Blend and Segment Phonemes • Substitute Phonemes <p><u>Phonics:</u> Blending Review</p> <p><u>Words to Know:</u> make, play, said, good, she, all, he, no</p> <p><u>Fluency:</u> Read with Expression</p>	<p><u>Selection Vocabulary:</u> buds (n), damp (adj.), feast (n), finally (adv.)</p> <p><u>Oral Vocabulary:</u> crop, golden, patch, sprout, sturdy, grind</p> <p><u>Vocabulary Strategy:</u> Classify and Categorize: Seasons</p>	<p><u>Comprehension Skill:</u> Text and Graphic Features</p> <ul style="list-style-type: none"> • GO: T-Map <p><u>Comprehension Strategy:</u> Summarize</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Using Pictures, Text • Types, Functions of Print Materials 	<p><u>Extend Through Research</u> Identify Sources</p> <p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> • Distinguish Between Print Materials • Know Parts of a Library • Alphabetical Order • Use Newspapers 	<p><u>Grammar Skill:</u> Exclamations (Capitalization and Punctuation)</p> <p><u>Writing Mode:</u> Write to Inform Report: Dictate Facts</p> <p><u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none"> • <i>Six Pigs Hop</i> • <i>Play Kid, Play</i>

Kindergarten Pacing Guide – ESL/ELA Scaffold – Revised 2020

Journey's - Unit 6

Lesson	Main Selections	Paired Selections	Phonemic Awareness Phonics	Vocabulary	Comprehension	Research/ Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
26	<p><u>Big Book:</u> <i>Kitten's First Full Moon</i> <u>Genre: Fiction</u></p> <p><u>Essential Questions:</u> Why is it important to try hard? What causes events in a story to happen?</p> <p><u>Read Aloud:</u> <i>Curious George Makes Pancakes</i> <u>Genre: Fantasy</u></p>	<p><u>Poems about Trying and the Moon</u> <u>Genre: Poetry</u></p>	<p><u>Phonemic Awareness:</u> Substitute Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: Short u • Blending Words</p> <p><u>Words to Know:</u> do, down</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Selection Vocabulary:</u> butterfingers (n), magician (n), trophy (n), whiz (n)</p> <p><u>Oral Vocabulary:</u> assistant, enormous, generous, mayor, shocked, volunteers</p> <p><u>Vocabulary Strategy:</u> Antonyms Progress Monitoring 25/26</p>	<p><u>Comprehension Skill:</u> Cause and Effect • GO: T-Map</p> <p><u>Comprehension Strategy:</u> Visualize</p> <p><u>Concepts of Print</u> Types, Functions of Print Materials</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms</p> <p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><u>Grammar Skill:</u> Nouns: Singular and Plural</p> <p><u>Writing Mode:</u> Write to Express (Response to Literature) Sentence Frames: Expressing an Opinion</p> <p><u>Focus Trait:</u> Voice</p>	<ul style="list-style-type: none"> • All In • Bug and Cat
27	<p><u>Big Book:</u> <i>One of Three</i> <u>Genre: Realistic Fiction</u></p> <p><u>Essential Questions:</u> What is it like to be the youngest in a family? How can I compare and contrast things from a story?</p> <p><u>Read Aloud:</u> <i>Someone Bigger</i> <u>Genre: Humorous Fiction</u></p>	<p><u>Paired Selection:</u> "Cross-Country Trip" <u>Genre: Informational Text (Social Studies)</u></p> <p><u>Text Focus Skill</u> Map</p>	<p><u>Phonemic Awareness:</u> Substitute Phonemes</p> <p><u>Phonics:</u> • Letter/Sound: l, w • Blending Words</p> <p><u>Words to Know:</u> have, help</p> <p><u>Fluency:</u> Read with Expression</p>	<p><u>Selection Vocabulary:</u> since (adv.), invited (v), remember (v), triplets (n)</p> <p><u>Oral Vocabulary:</u> creatures, firmly, kite, launched (a kite), light, replied</p> <p><u>Vocabulary Strategy:</u> Classify and Categorize: Places</p>	<p><u>Comprehension Skill:</u> Compare and Contrast • GO: Venn Diagram</p> <p><u>Comprehension Strategy:</u> Monitor/Clarify</p> <p><u>Concepts of Print</u> Parts of a Book</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms (and Techniques)</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p> <p><u>Study Skills:</u> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><u>Grammar Skill:</u> Subject-Verb Agreement (Past, Present, Future)</p> <p><u>Writing Mode:</u> Write to Express (Response to Literature) Sentence Frames: Giving Reasons</p> <p><u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none"> • Win a Cup! • Wes Can Help
28	<p><u>Big Book:</u> <i>You Can Do It, Curious George!</i> <u>Genre: Fantasy</u></p>	<p><u>Paired Selections:</u> • Poems about things you can do <u>Genre: Poetry</u></p>	<p><u>Phonemic Awareness:</u> Substitute Phonemes</p>	<p><u>Selection Vocabulary:</u> prize (n), different (adj.), chef (n), slope (n)</p>	<p><u>Comprehension Skill:</u> Story Structure • GO: Story Map</p>	<p><u>Extend Through Media Literacy</u> Identify Media Forms</p>	<p><u>Grammar Skill:</u> Subject-Verb Agreement (Past, Present, Future)</p>	<ul style="list-style-type: none"> • Vet on a Job! • Roz the Vet

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	<p><u>Essential Questions:</u> Why is it important to help your friends? How do I know what parts of the story are important?</p> <p><u>Read Aloud:</u> <i>The Little Engine That Could</i> <u>Genre:</u> Fantasy</p>	<p><u>Text Focus Skill</u> Poetry: Rhythm</p>	<p><u>Phonics:</u> • Letter/Sound: v , z • Blending Words</p> <p><u>Words to Know:</u> look, out</p> <p><u>Fluency:</u> Pause for Punctuation</p>	<p><u>Oral Vocabulary:</u> bellowed, dingy, rumbled, valley, waiters, weary</p> <p><u>Vocabulary Strategy:</u> Context Clues</p>	<p><u>Comprehension Strategy:</u> Infer/Predict</p> <p><u>Concepts of Print</u> • Environmental Print • Role of Authors</p>	<p><u>Listening and Speaking:</u> Share Ideas</p> <p><u>Study Skills:</u> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><u>Writing Mode:</u> Write to Express (Response to Literature) Sentence Frames: Giving Reasons</p> <p><u>Focus Trait:</u> Ideas</p>	
Progress Monitoring 27/28								
29	<p><u>Big Book:</u> <i>Look at Us</i> <u>Genre:</u> Informational Text (Social Studies)</p> <p><u>Essential Questions:</u> What do children learn in Kindergarten? How can details help me understand a main idea from a selection?</p> <p><u>Read Aloud:</u> <i>Baby Brains</i> <u>Genre:</u> Humorous Fiction</p>	<p><u>Paired Selection:</u> "The Three Little Pigs" <u>Genre:</u> Fairy Tale (Traditional Tale)</p> <p><u>Text Focus Skill</u> Characteristics of a Fairy Tale</p>	<p><u>Phonemic Awareness:</u> Track Syllables</p> <p><u>Phonics:</u> • Letter/Sound: y , qu • Blending Words</p> <p><u>Words to Know:</u> off, take</p> <p><u>Fluency:</u> Reading Rate</p>	<p><u>Selection Vocabulary:</u> projects (n), visitors (n), scared (adj.), proud (n)</p> <p><u>Oral Vocabulary:</u> certainly, embarrassed, languages, mumbled, popular, study</p> <p><u>Vocabulary Strategy:</u> Figurative Language</p>	<p><u>Comprehension Skill:</u> Main Idea and Details • GO: Web Map</p> <p><u>Comprehension Strategy:</u> Question</p> <p><u>Concepts of Print</u> Types, Functions of Print Materials</p>	<p><u>Extend Through Research</u> Gather and Record Information</p> <p><u>Listening and Speaking:</u> Share Information and Ideas</p> <p><u>Study Skills:</u> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><u>Grammar Skill:</u> Prepositions: for, to, with</p> <p><u>Writing Mode:</u> Write to Express Poems</p> <p><u>Focus Trait:</u> Organization</p>	<p>• Not Yet</p> <p>• Can Not Quit Yet</p>
30	<p><u>Big Book:</u> <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i> <u>Genre:</u> Fantasy</p> <p><u>Essential Questions:</u> What can I do to be a good friend or a good neighbor? What clues tell you what a character is thinking and feeling?</p> <p><u>Read Aloud:</u> <i>Pet Show!</i> <u>Genre:</u> Realistic Fiction</p>	<p><u>Paired Selection:</u> "Schools Then and Now" <u>Genre:</u> Informational Text (Social Studies)</p> <p><u>Text Focus Skill</u> Photos and Captions</p>	<p><u>Phonemic Awareness:</u> Track Syllables</p> <p><u>Phonics:</u> • Review Short Vowel Alpha friends • Blending Review: All Letters</p> <p><u>Words to Know:</u> do, down, have, help, look, out, off, take</p> <p><u>Fluency:</u> Read with expression</p>	<p><u>Selection Vocabulary:</u> attendance (n), balance (v), perfume (n), success (n)</p> <p><u>Oral Vocabulary:</u> announced, entrance, expect, favorite, independent, judge</p> <p><u>Vocabulary Strategy:</u> Environmental Print</p>	<p><u>Comprehension Skill:</u> Understanding Characters • GO: T-Map</p> <p><u>Comprehension Strategy:</u> Summarize</p> <p><u>Concepts of Print</u> • Capitalization: First Letter in a Name • Environmental Print</p>	<p><u>Extend Through Research</u> Record and Publish Research</p> <p><u>Listening and Speaking:</u> Share Information</p> <p><u>Study Skills:</u> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><u>Grammar Skill:</u> Prepositions: in, on, up, out</p> <p><u>Writing Mode:</u> Write to Express Poems</p> <p><u>Focus Trait:</u> Organization</p>	<p>• Max Is Down</p> <p>• A Fun Job</p>

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Progress Monitoring 29/30

Administer Unit 6 Benchmark

(place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>