

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade K
MP1  Standards	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Ask questions about what others have shared</li> <li>• Recount and restate ideas</li> <li>• Discuss how stories might end or next steps</li> <li>•</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul>



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	<p>ELD-SI.K-3.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Ask questions about others' opinions</li> <li>• Support own opinions with reasons</li> <li>• Clarify and elaborate ideas based on feedback</li> <li>• Defend change in one's own thinking</li> <li>• Revise one's own opinions based on new information</li> </ul> <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> <li>• Identifying main topic and key details</li> <li>• Asking and answering questions about descriptions of familiar attributes and characteristics</li> <li>• Identifying word choices in relation to topic content area</li> </ul> <p>ELD-LA.K.Inform.Expressive Multilingual learners will construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> <li>• Introduce topic for audience</li> <li>• Describe details and facts</li> </ul> <p>ELD Standard 5: Language for Social Studies:</p> <p>ELD-SS.K.Inform.Interpretive Multilingual learners will interpret informational texts in social studies by</p> <ul style="list-style-type: none"> <li>• Determining topic associated with a compelling or supporting question</li> <li>• Defining attributes and characteristics in relevant information</li> </ul>



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	<p>NJSLS-ELA  <u>Language Domain</u>            Foundational Skills: Reading            Language Print Concepts</p> <ul style="list-style-type: none"> <li>A. L.RF.K.1 Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>Phonological Awareness</p> <p>L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).            Recognize and produce rhyming words.</p> <ul style="list-style-type: none"> <li>A. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>B. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>C. Orally repeat multi-syllable words and pronounce the separate syllables.</li> <li>D. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words.</li> </ul> <p>Phonics and Word Recognition</p> <p>L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing many of the most frequently used sounds of each consonant.</li> <li>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> </ul>



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	<p>C. Read high-frequency words and grade level irregular words with automaticity.</p> <p>D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p> <p>Fluency</p> <p>L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>NJSLS-Social Studies</p> <p>Civics, Government, and Human Rights: Civics and Political Institutions</p> <p>6.1. 2. CivicsPI.1 Describe roles and responsibilities of community and local government leaders</p> <p>6.1. 2 CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1. 2 CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Civics, Government, and Human Rights: Participation and Deliberation</p> <p>6.1.2. CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2. CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>Civics, Government, and Human Rights: Democratic Principles</p> <p>6.1.2. CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2. CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2. CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>Civics, Government, and Human Rights: Processes and Rules</p> <p>6.1.2. CivicsPR.1: Determine what makes a good rule or law.</p>



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	<p>6.1.2. CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2. CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom</p> <p>Civics, Government, and Human Rights: Civic Mindedness</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2. CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>History, Culture, and Perspectives: Historical Sourcing and Evidence:</p> <p>6.1.2. HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.1.2. HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p>
<p>MP1</p> <p>Topics</p>	<p>This marking period students will learn the qualities of being a good citizen. Through examples from literature, informational texts and videos, students learn what it means to be a good citizen. The students will apply the good citizenship traits of respect, honesty, kindness, cooperation, responsibility, and fairness to their lives at school. Additionally, children will learn about the United States flag and other American symbols, including the values and principles these symbols represent.</p>
<p>MP1</p> <p>Skills/Concepts</p>	<p>Skills/concepts: Main Idea, character, setting, “See, Think, Wonder” strategy, character clues, text features</p> <p>Writing: Name Writing/Illustrations, Labeling, Sentence Writing</p>
<p>MP1</p> <p>Core Materials</p>	<p>Houghton Mifflin Harcourt</p>



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MP1  Standards	<p><b>Dominio del idioma</b> Habilidades fundamentales: Lenguaje de lectura</p> <p><i>Conceptos de impresión</i> L.RF. K.1 Demostrar comprensión de la organización y las características básicas de la letra impresa.</p> <ul style="list-style-type: none"> <li>A. Sigue las palabras de izquierda a derecha, de arriba a abajo y página por página.</li> <li>B. Reconocer que las palabras habladas están representadas en el lenguaje escrito por secuencias específicas de letras.</li> <li>C. Comprenda que las palabras están separadas por espacios en letra impresa.</li> <li>D. Reconocer y nombrar todas las letras mayúsculas y minúsculas del alfabeto.</li> </ul> <p><i>Conciencia fonológica</i> L.RF. K.2 Demostrar comprensión de palabras habladas, sílabas y sonidos (fonemas). Reconocer y producir palabras que riman.</p> <ul style="list-style-type: none"> <li>A. Cuento, pronuncie, mezcle y segmente sílabas en palabras habladas.</li> <li>B. Mezcle y segmente inicios y bordes de palabras habladas de una sola sílaba.</li> <li>C. Repita oralmente palabras de varias sílabas y pronuncie las sílabas separadas.</li> <li>D. Aísle y pronuncie el sonido inicial, final y medial (fonemas) en palabras habladas de una sola sílaba.</li> </ul> <p><i>Fonética y reconocimiento de palabras</i> L.RF. K.3 Conocer y aplicar la fonética de nivel de grado y las habilidades de análisis de palabras en la decodificación y codificación de palabras.</p> <ul style="list-style-type: none"> <li>A. Demostrar conocimientos básicos de la correspondencia letra-sonido uno a uno produciendo muchos de los sonidos más utilizados de cada consonante.</li> <li>B. Asocia los sonidos largos y cortos con las ortografías comunes (grafemas) para las cinco vocales mayores.</li> <li>C. Lea palabras de alta frecuencia y palabras irregulares de nivel de grado con automaticidad.</li> <li>D. Reconoce las partes de las palabras de alta frecuencia que son regulares y las partes que son irregulares.</li> </ul> <p><i>Fluidez</i> L.RF. K.4 Leer textos de lectores emergentes (textos decodificables, incluidas palabras con correspondencias de letras y sonidos uno a uno) oralmente con suficiente precisión de decodificación para apoyar la comprensión.</p> <p>Habilidades fundamentales: lenguaje de escritura <i>Conceptos básicos de las letras sonoras</i> L.WF. K.1 Demostrar dominio de las convenciones de la escritura.</p>



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	<ul style="list-style-type: none"> <li>A. Hacer coincidir letras mayúsculas y minúsculas</li> <li>B. Escriba letras mayúsculas y minúsculas, con referencia a un modelo.</li> <li>C. Escribe de izquierda a derecha e incluye un espacio entre palabras.</li> <li>D. Identifica las letras utilizadas para representar fonemas vocálicos y las utilizadas para representar consonantes, sabiendo que cada sílaba tiene una vocal.</li> <li>E. Escribe un grafema común para cada fonema.</li> <li>F. Segmente oralmente los fonemas en cualquier palabra hablada de una sola sílaba.</li> </ul> <p><i>Ortografía</i></p> <p>L.WF. K.2 Demostrar el dominio de las convenciones de codificación y ortografía de palabras comunes, regulares y de una sola sílaba mediante:</p> <ul style="list-style-type: none"> <li>A. Representar fonemas, del primero al último, en palabras simples, usando letras con una relación transparente con el sonido.</li> <li>B. Escribir o seleccionar una consonante inicial o final faltante al deletrear una palabra CVC (consonante-vocal-consonante).</li> <li>C. Ortografía de palabras VC (vocal-consonante) y CVC con sonidos vocálicos cortos.</li> <li>D. Escribir palabras de uso frecuente con precisión.</li> <li>E. Intentar deletrear fonéticamente palabras desconocidas.</li> </ul> <p><i>Composición de oraciones (gramática, sintaxis y puntuación)</i></p> <p>L.WF. K.3 Demostrar dominio de las convenciones de composición de oraciones.</p> <ul style="list-style-type: none"> <li>A. Repita una oración, identificando cuántas palabras hay en la oración.</li> <li>B. Escribe oraciones simples.</li> <li>C. Escriba en mayúscula la primera palabra de una oración, escriba en mayúsculas los nombres propios e incluya espacios entre las palabras.</li> <li>D. Use puntuación final.</li> <li>E. Usar manipulativos o herramientas digitales para construir oraciones completas.</li> <li>F. Escribe oraciones con complejidad creciente.</li> <li>G. Proporcione el "quién" "está haciendo" "qué", en un marco de oración sujeto-verbo-objeto.</li> </ul> <p>L.KL. K.1 Con estímulo y apoyo, desarrollar el conocimiento del lenguaje y sus convenciones al hablar y escuchar.</p> <ul style="list-style-type: none"> <li>A. Use sustantivos y verbos frecuentes.</li> <li>B. Forme sustantivos plurales regulares oralmente agregando -s o -es (por ejemplo, perro, perros; deseo, deseos).</li> <li>C. Comprender y usar palabras interrogativas (p. ej., quién, qué, dónde, cuándo, por qué, cómo).</li> <li>D. Utilice las preposiciones más frecuentes (p. ej., a, desde, dentro, fuera, en, desactivado, para, de, por, con).</li> </ul>



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	<p>E. Producir y expandir oraciones completas en actividades lingüísticas compartidas.</p> <p>L.VL.K.2 Con indicaciones y apoyo, haga y responda preguntas para ayudar a determinar o aclarar el significado de palabras y frases desconocidas y de significado múltiple basadas en la lectura y el contenido del jardín de infantes.</p> <ul style="list-style-type: none"> <li>A. Identifique nuevos significados para palabras familiares y aplíquelos con precisión (p. ej., saber que pato es un pájaro y aprender el verbo agacharse).</li> <li>B. Use los afijos que ocurren con más frecuencia (por ejemplo, -ed, -s, -ing) como una pista sobre el significado de una palabra desconocida.</li> </ul> <p>L.VI.K.3 Con la guía y el apoyo de los adultos, explore las relaciones y los matices de las palabras en los significados de las palabras.</p> <ul style="list-style-type: none"> <li>A. Clasifica los objetos comunes en categorías (por ejemplo, formas, alimentos) para tener una idea de los conceptos que representan las categorías.</li> <li>B. Demostrar comprensión de verbos y adjetivos frecuentes relacionándolos con sus opuestos (antónimos).</li> <li>C. Identifique las conexiones de la vida real entre las palabras y su uso (p. ej., observe los lugares de la escuela que son coloridos).</li> <li>D. Distinguir los matices de significado entre los verbos que describen la misma acción general (por ejemplo, caminar, marchar, pavonearse, brincar) representando los significados.</li> </ul> <p><u>Dominio de lectura</u></p> <p>RL. CR. K.1 Con indicaciones y apoyo, haga y responda preguntas sobre detalles clave en un texto literario (p. ej., quién, qué, dónde, cuándo, por qué, cómo).</p> <p>RI. CR. K.1 Con indicaciones y apoyo, haga y responda preguntas sobre detalles clave en un texto informativo (p. ej., quién, qué, dónde, cuándo, por qué, cómo).</p> <p>RL. CI.K.2 Con indicaciones y apoyo, identifique el mensaje central y vuelva a contar textos literarios familiares, incluidos los detalles clave (p. ej., quién, qué, dónde, cuándo, por qué, cómo).</p> <p>RI. CI.K.2 Con indicaciones y apoyo, identifique el tema principal y los detalles clave de un texto informativo (p. ej., quién, qué, dónde, cuándo, por qué, cómo).</p> <p>RL.IT. K.3 Con indicaciones y apoyo, identifique personajes, escenarios y eventos importantes en una historia.</p> <p>RI.IT. K.3 Con indicaciones y apoyo, describa la conexión entre dos individuos, eventos, ideas o piezas de información en un texto.</p> <p>RL. TS. K.4 Reconocer tipos comunes de textos literarios (p. ej., libros de cuentos, poemas) e identificar las características de la letra impresa (portada, contraportada y portada de un libro).</p> <p>RI. TS. K.4 Reconocer tipos comunes de textos informativos (p. ej., biografías, recetas, manuales de instrucciones) e identificar las características de la letra impresa (p. ej., portada, contraportada y portada de un libro).</p>



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	<p>RL. PP. K.5 Con indicaciones y apoyo, nombrar al autor y al ilustrador de una historia y definir el papel de cada uno en la narración de la historia.</p> <p>RI. PP. K.5 Con indicaciones y apoyo, nombrar al autor y al ilustrador de un texto y definir el papel de cada uno en la presentación de las ideas o la información de un texto.</p> <p>RL. MF. K.6 Con indicaciones y apoyo, describa la relación entre las ilustraciones y la historia en la que aparecen (p. ej., qué momento de una historia representa la ilustración).</p> <p>RI. MF. K.6 Con indicación y apoyo, describa la relación entre las ilustraciones y el texto en el que aparecen (p. ej., qué persona, lugar, cosa o idea en el texto representa una ilustración).</p> <p><u>Dominio de escritura</u></p> <p>W.AW. K.1 Usar una combinación de dibujo, escritura, dictado y escritura para componer artículos de opinión sobre temas o textos (por ejemplo, Mi libro favorito es ...)</p> <p>W.NW. K.3 Usar una combinación de dibujo, dictado y escritura para narrar experiencias o eventos reales o imaginarios.</p> <ul style="list-style-type: none"> <li>A. Establecer una situación y/o presentar personajes; Organice una secuencia de eventos (principio, final medio).</li> <li>B. Proporcione detalles limitados de experiencias, eventos o personajes.</li> <li>C. Proporcione una reacción a las experiencias o eventos.</li> </ul> <p>W.WP. K.4 Con indicaciones y apoyo de adultos, reconozca que escribir lleva un mensaje y debe tener sentido para los demás.</p> <p>W.RW. K.7 Con indicaciones y apoyo, participe en tareas breves pero regulares de escritura y dibujo.</p> <p><u>Dominio de expresión oral y comprensión auditiva</u></p> <p>SL. PEI. K.1 Participar en conversaciones colaborativas con diversos socios sobre temas y textos de kindergarten con compañeros y adultos en grupos pequeños y grandes.</p> <ul style="list-style-type: none"> <li>A. Siga las normas acordadas para las discusiones (p. ej., escuchar a los demás con atención y turnarse para hablar sobre los temas y textos en discusión).</li> <li>B. Continúe una conversación a través de múltiples intercambios.</li> </ul> <p>SL.II.K.2 Confirmar la comprensión de un texto leído en voz alta o de una información presentada oralmente o a través de otros medios haciendo y respondiendo preguntas sobre detalles clave y solicitando aclaraciones si algo no se entiende.</p> <p>SL.ES. K.3 Hacer y responder preguntas para buscar ayuda, obtener información o aclarar algo que no se entiende.</p> <p>SL. PI. K.4 Describa personas, lugares, cosas y acontecimientos conocidos y, con indicaciones y apoyo, proporcione detalles adicionales.</p>



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	<p>SL. MICRÓMETRO. K.5 Agregue dibujos u otras pantallas visuales a las descripciones según lo desee para proporcionar detalles adicionales.</p> <p>SL.AS. K.6 Hablar de manera audible y expresar pensamientos, sentimientos e ideas con claridad.</p>
<p>MP1 Topics</p>	<p>Los módulos "Curioso por el jardín de infantes" y "Solo hay un yo" abordarán los estándares de lectura, escritura, lenguaje, expresión oral y comprensión auditiva. Los módulos abordarán las siguientes preguntas esenciales: "¿Qué descubriré en el jardín de infantes?" y "¿Qué me hace especial?" Los módulos también se centran en las mentalidades de aprendizaje de la curiosidad y la autorreflexión. La instrucción dirigida por el maestro, la instrucción diferenciada y el aprendizaje colaborativo aumentarán la capacidad de los estudiantes para recopilar información y obtener significado a través de la lectura y la escritura. A través de los textos leídos en voz alta, interactivos y de mentores, los estudiantes tendrán la oportunidad de establecer conexiones con el mundo que los rodea, así como de responder a la literatura de una manera decidida.</p> <ul style="list-style-type: none"> <li>• Módulo 1: Curioso por el jardín de infantes <ul style="list-style-type: none"> <li>○ <i>¿Qué descubriré en el jardín de infantes?</i></li> </ul> </li> <li>• Módulo 2: Solo hay un yo <ul style="list-style-type: none"> <li>○ <i>¿Qué me hace especial?</i></li> </ul> </li> </ul>
<p>MP1 Skills/Concepts</p>	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulario: Los estudiantes aprenderán palabras irregulares y decodificables de alta frecuencia.</p> <p>Principio alfabético: Los estudiantes identificarán el nombre y el sonido de consonantes y vocales.</p> <p>Comprensión auditiva y expresión oral: Los estudiantes recitarán su nombre y apellido, dirección y número de teléfono</p> <p>Escritura-Etiquetado</p>
<p>MP1 Core Materials</p>	<p>Houghton Mifflin Harcourt</p>



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade K
MP2  Standards	<p>WIDA English Development Standards</p> <p>ELD Standard 1: Language for Social and Instructional Purposes</p> <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p>ELD Standard 2: Language for Language Arts Kindergarten:</p> <p>ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> <li>• Identifying main topic and key details</li> <li>• Asking and answering questions about descriptions of familiar attributes and characteristics</li> <li>• Identifying word choices in relation to topic content area</li> </ul> <p>ELD Standard 5: Language for Social Studies: Kindergarten:</p>



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	<p>ELD-SS.K.Inform.Interpretive Multilingual learners will interpret informational texts in social studies by</p> <ul style="list-style-type: none"> <li>• Determining topic associated with a compelling or supporting question</li> <li>• Defining attributes and characteristics in relevant information</li> </ul> <hr/> <p><u>NJSLA ELA</u> <u>Reading Domain</u></p> <p>RL.CR. K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).            RI.CR. K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).            RL.CI. K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).            RI.CI. K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).            RL.IT. K.3. With prompting and support, identify characters, settings, and major events in a story.            RI.IT. K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.            RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).            RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).            RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.            RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.            RL.MF. K.6. 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).            RI.MF. K.6. 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).            RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.</p>



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	<p>RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p><u>Language Domain</u> <u>Foundational Skills: Reading Language</u> Print Concepts L.RF.K.1.: Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequence of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper and lowercase letters.</p> <p>Fluency L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p><i>Foundational Skills: Writing Language</i> Sound-Letter Basics L.WF.K.1 Demonstrate command of the conventions of writing. A. Match upper and lowercase letters. B. Write upper and lowercase letters, with reference to a model. C. Write left to right and include a space between words. D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. E. Write a common grapheme (letter or letter group) for each phoneme. F. Orally segment the phonemes in any single syllable, spoken word.</p> <p>Spelling</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade K
	<p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</li> <li>D. Writing frequently used words accurately.</li> <li>E. Attempting phonetic spellings of unknown words.</li> <li>F. Writing initial and final consonant blends (must, slab, plump). Sentence Composition (Grammar, Syntax, and Punctuation)</li> </ul> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <ul style="list-style-type: none"> <li>A. Repeat a sentence, identifying how many words are in the sentence.</li> <li>B. Write simple sentences.</li> <li>C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</li> <li>D. Use end punctuation.</li> <li>E. Use manipulatives or digital tools to construct complete sentences.</li> <li>F. Write sentences with increasing complexity.</li> <li>G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>I. With support, distinguish between a complete sentence and a sentence fragment.</li> <li>J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.</li> <li>K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</li> <li>L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</li> </ul> <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade K
	<p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><u>Writing Domain</u></p> <p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).</p> <p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.</p> <p>E. Introduce a topic.</p> <p>F. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.</p> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.</p> <p>A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).</p> <p>B. Provide limited details of experiences, events, or characters</p> <p>C. Provide a reaction to experience or events.</p> <p>W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).</p>



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade K
	<p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</p> <p><u>Speaking &amp; Listening Domain</u></p> <p>SL.PE. K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>B. Continue a conversation through multiple exchanges.</li> </ul> <p>SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES. K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI. K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM. K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS. K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLS-Social Studies</p> <p>Civics, Government, and Human Rights: Civics and Political Institutions</p> <p>6.1. 2. CivicsPI.1 Describe roles and responsibilities of community and local government leaders</p> <p>6.1. 2 CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1. 2 CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Civics, Government, and Human Rights: Participation and Deliberation</p> <p>6.1.2. CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade K
	<p>6.1.2. CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. Civics, Government, and Human Rights: Democratic Principles</p> <p>6.1.2. CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2. CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2. CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Civics, Government, and Human Rights: Processes and Rules</p> <p>6.1.2. CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2. CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2. CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom Civics, Government, and Human Rights: Civic Mindedness</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2. CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>History, Culture, and Perspectives: Historical Sourcing and Evidence:</p> <p>6.1.2. HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.1.2. HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p>



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade K
MP2 Topics	This marking period students will learn about the United States flag and other American symbols, including the values and principles these symbols represent. Students will explore different kinds of jobs in their school, community, and from history.
MP2 Skills/Concepts	<p>Skills/concepts: KWL Chart, Key Details, Think about it/Retell, Categorize/Classify, Ask &amp; Answer Questions, Compare/Contrast</p> <p>Writing: Complete sentences, Personal narrative, Opinion</p>
MP2 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 2 (MP2)</u>	SPA ELA Curriculum Pacing Guide Grade K
MP2  Standards	<p><u>Language Domain</u> Foundational Skills: Reading Language <i>Print Concepts</i></p> <p>L.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>E. Follow words from left to right, top to bottom, and page by page.</li> <li>F. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>G. Understand that words are separated by spaces in print.</li> <li>H. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p><i>Phonological Awareness</i></p> <p>L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.</p> <ul style="list-style-type: none"> <li>E. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>F. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>G. Orally repeat multi-syllable words and pronounce the separate syllables.</li> <li>H. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words.</li> </ul> <p><i>Phonics and Word Recognition</i></p> <p>L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>E. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing many of the most frequently used sounds of each consonant.</li> <li>F. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>G. Read high-frequency words and grade level irregular words with automaticity.</li> <li>H. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> <p><i>Fluency</i></p> <p>L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>Foundational Skills: Writing Language <i>Sound-Letter Basics</i></p> <p>L.WF.K.1 Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> <li>G. Match upper and lowercase letters</li> <li>H. Write upper and lowercase letters, with reference to a model.</li> </ul>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade K
	<ul style="list-style-type: none"> <li>I. Write left to right and include a space between words.</li> <li>J. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</li> <li>K. Write a common grapheme for each phoneme.</li> <li>L. Orally segment the phonemes in any single syllable, spoken word.</li> </ul> <p><i>Spelling</i></p> <p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>F. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound.</li> <li>G. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>H. Spelling VC (vowel-consonant) and CVC words with short vowel sounds.</li> <li>I. Writing frequently used words accurately.</li> <li>J. Attempting phonetic spellings of unknown words.</li> </ul> <p><i>Sentence Composition (Grammar, Syntax, and Punctuation)</i></p> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <ul style="list-style-type: none"> <li>H. Repeat a sentence, identifying how many words are in the sentence.</li> <li>I. Write simple sentences.</li> <li>J. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</li> <li>K. Use end punctuation.</li> <li>L. Use manipulatives or digital tools to construct complete sentences.</li> <li>M. Write sentences with increasing complexity.</li> <li>N. Supply the “who” “is doing” “what”, in a subject-verb-object sentence frame.</li> </ul> <p>L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> <li>F. Use frequently occurring nouns and verbs.</li> <li>G. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).</li> <li>H. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>I. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>J. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade K
	<p>C. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>D. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>E. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>F. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>G. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>H. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><u>Reading Domain</u></p> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.K.2 With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.IT.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RI.IT.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.TS.K.4 Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>RI.TS.K.4 Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.PP.K.5 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.PP.K.5 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>



<u>Marking Period 2 (MP2)</u>	SPA ELA Curriculum Pacing Guide Grade K
	<p>RL.MF.K.6 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).</p> <p>RI.MF.K.6 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><u>Writing Domain</u></p> <p>W.AW.K.1 Use a combination of drawing, writing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)</p> <p>W.NW.K.3 Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li>D. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle end).</li> <li>E. Provide limited details of experiences, events, or characters.</li> <li>F. Provide a reaction to the experiences or events.</li> </ul> <p>W.WP.K.4 With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.</p> <p><u>Speaking and Listening Domain</u></p> <p>SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</li> <li>D. Continue a conversation through multiple exchanges.</li> </ul> <p>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade K
MP2  Topics	<p>Los módulos "My Community Heroes", "Happy Healthy Me" y "I Can Do It!" abordarán los estándares de lectura, escritura, lenguaje, expresión oral y comprensión auditiva. Los módulos abordarán las siguientes preguntas esenciales: "¿Qué hace una comunidad?" y "¿Cómo puedo ser mi yo más saludable?" y "¿Qué significa esforzarse?" Los módulos también se centran en las mentalidades de aprendizaje de pertenencia, establecimiento de metas y perseverancia. Cada semana, los estudiantes escucharán textos leídos en voz alta, así como selecciones de lectura interactivas. La instrucción dirigida por el maestro, la instrucción diferenciada y el aprendizaje colaborativo aumentarán la capacidad de los estudiantes para recopilar información y obtener significado a través de la lectura y la escritura. A través de los textos leídos en voz alta, interactivos y de mentores, los estudiantes tendrán la oportunidad de establecer conexiones con el mundo que los rodea, así como de responder a la literatura de una manera decidida.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Módulo 3: Héroe de mi comunidad             <ul style="list-style-type: none"> <li>o ¿Qué hace una comunidad?</li> </ul> </li> <li><input type="checkbox"/> Módulo 4: Feliz y saludable             <ul style="list-style-type: none"> <li>o ¿Cómo puedo estar lo más saludable posible?</li> </ul> </li> <li><input type="checkbox"/> Módulo 5: ¡Puedo hacerlo!             <ul style="list-style-type: none"> <li>o ¿Qué significa esforzarse?</li> </ul> </li> </ul>
MP2  Skills/Concepts	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulary-Students will identify and read high-frequency words</p> <p>Alphabetic Principle-Students will identify the name and sound of consonants and vowels.</p> <p>Writing- Personal Narrative &amp; Foundational Writing</p>
MP2  Core Materials	Houghton Mifflin Harcourt





<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade K
MP3  Standards	<p>WIDA English Development Standards</p> <p>ELD-SI.K-3.Narrate Multilingual learners will... Share ideas about one's own and others' lived experiences and previous learning Connect stories with images and representations to add meaning Ask questions about what others have shared Recount and restate ideas Discuss how stories might end or next steps</p> <p>ELD-SI.K-3.Inform Multilingual learners will... Define and classify objects or concepts Describe characteristics, patterns, or behavior Describe parts and wholes Sort, clarify, and summarize ideas Summarize information from interaction with others and from learning experiences</p> <p>ELD-SI.K-3.Explain Multilingual learners will... Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects Compare and contrast objects or concepts Offer ideas and suggestions Act on feedback to revise understandings of how or why something works</p> <p>ELD-SI.K-3.Argue Multilingual learners will... Ask questions about others' opinions Support own opinions with reasons Clarify and elaborate ideas based on feedback</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>Defend change in one’s own thinking Revise one’s own opinions based on new information</p> <p>ELD Standard 2: Language for Language Arts</p> <p>ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by Identifying main topic and key details Asking and answering questions about descriptions of familiar attributes and characteristics Identifying word choices in relation to topic content area</p> <p>ELD-LA.K.Inform.Expressive Multilingual learners will construct informational texts in language arts (with prompting and support) that Introduce topic for audience Describe details and facts</p> <p>ELD Standard 5: Language for Social Studies: ELD-SS.K.Inform.Interpretive Multilingual learners will interpret informational texts in social studies by Determining topic associated with a compelling or supporting question Defining attributes and characteristics in relevant information</p>
	<p><u>NJSLA ELA</u></p> <p>Language Domain</p> <p>Foundational Skills: Reading Language</p> <p>Print Concepts</p> <p>L.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>Follow words from left to right, top to bottom, and page by page.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Understand that words are separated by spaces in print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Phonological Awareness</p> <p>L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>Orally repeat multi-syllable words and pronounce the separate syllables.</p> <p>Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words.</p> <p>Phonics and Word Recognition</p> <p>L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing many of the most frequently used sounds of each consonant.</p> <p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>Read high-frequency words and grade level irregular words with automaticity.</p> <p>Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p> <p>Fluency</p> <p>L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>Foundational Skills: Writing Language</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>Sound-Letter Basics</p> <p>L.WF.K.1 Demonstrate command of the conventions of writing.</p> <p>Match upper and lowercase letters</p> <p>Write upper and lowercase letters, with reference to a model.</p> <p>Write left to right and include a space between words.</p> <p>Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> <p>Write a common grapheme for each phoneme.</p> <p>Orally segment the phonemes in any single syllable, spoken word.</p> <p>Spelling</p> <p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <p>Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound.</p> <p>Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</p> <p>Spelling VC (vowel-consonant) and CVC words with short vowel sounds.</p> <p>Writing frequently used words accurately.</p> <p>Attempting phonetic spellings of unknown words.</p> <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <p>Repeat a sentence, identifying how many words are in the sentence.</p> <p>Write simple sentences.</p> <p>Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>Use end punctuation.</p> <p>Use manipulatives or digital tools to construct complete sentences.</p> <p>Write sentences with increasing complexity.</p> <p>Supply the “who” “is doing” “what”, in a subject-verb-object sentence frame.</p> <p>L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>Use frequently occurring nouns and verbs.</p> <p>Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).</p> <p>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>Produce and expand complete sentences in shared language activities.</p> <p>L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>Reading Domain</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.K.2 With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.IT.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RI.IT.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.TS.K.4 Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>RI.TS.K.4 Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.PP.K.5 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.PP.K.5 With prompting and support, 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>RL.MF.K.6 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).</p> <p>RI.MF.K.6 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>Writing Domain</p> <p>W.AW.K.1 Use a combination of drawing, writing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>W.NW.K.3 Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle end). Provide limited details of experiences, events, or characters. Provide a reaction to the experiences or events.</p> <p>W.WP.K.4 With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.</p> <p>Speaking and Listening Domain</p> <p>SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>NJSLS-Social Studies</p> <p>Civics, Government, and Human Rights: Civics and Political Institutions</p> <p>6.1. 2 CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Civics, Government, and Human Rights: Participation and Deliberation</p> <p>6.1.2. CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>Civics, Government, and Human Rights: Civic Mindedness</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>Geography, People, and the Environment: Spatial Views of the World</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2. Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2. Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	<p>Geography, People, and the Environment: Human Environment Interaction</p> <p>6.1.2. Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places and regions (e.g., transportation, housing, dietary needs).</p> <p>Geography, People, and the Environment: Global Interconnections</p> <p>6.1.2. Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>History, Culture, and Perspectives: Continuity and Change</p> <p>6.1.2. HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>History, Culture, and Perspectives: Historical Sourcing and Evidence</p> <p>6.1.2. HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history</p>
MP3Topics	<p>This marking period students will explore ways that maps help us find our way and represent the world we live in. Students in your class will learn about different kinds of neighborhoods, important people to know in their neighborhoods, and how to get around neighborhoods using a map.</p> <p>In addition, students will be learning and studying about famous black Americans that are honored and remembered during Black History Month.</p> <p>Essential Questions:</p> <p>How do maps help us describe places?</p> <p>What is our neighborhood like?</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade K
	What contributions have African Americans made to our country?
MP3 Skills/Concepts	Skills/concepts: Character Traits, Character, Ask and Answer Questions, Reading a Map, Map, Map Features, Analyze model of the Earth, Theme, Compare/Contrast, Read a Picture Graph, text Features/Captions,  Writing: Opinion
MP3 Core Materials	Houghton Mifflin Harcourt



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade K
MP3  Standards	<p><u>Language Domain</u></p> <p>Foundational Skills: Reading Language</p> <p><i>Print Concepts</i></p> <p>L.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>I. Follow words from left to right, top to bottom, and page by page.</li> <li>J. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>K. Understand that words are separated by spaces in print.</li> <li>L. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p><i>Phonological Awareness</i></p> <p>L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p> <ul style="list-style-type: none"> <li>I. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>J. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>K. Orally repeat multi-syllable words and pronounce the separate syllables.</li> <li>L. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words.</li> </ul> <p><i>Phonics and Word Recognition</i></p> <p>L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>I. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing many of the most frequently used sounds of each consonant.</li> <li>J. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>K. Read high-frequency words and grade level irregular words with automaticity.</li> <li>L. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> <p><i>Fluency</i></p> <p>L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>Foundational Skills: Writing Language</p> <p><i>Sound-Letter Basics</i></p> <p>L.WF.K.1 Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> <li>M. Match upper and lowercase letters</li> <li>N. Write upper and lowercase letters, with reference to a model.</li> </ul>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade K
	<ul style="list-style-type: none"> <li>O. Write left to right and include a space between words.</li> <li>P. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</li> <li>Q. Write a common grapheme for each phoneme.</li> <li>R. Orally segment the phonemes in any single syllable, spoken word.</li> </ul> <p><i>Spelling</i></p> <p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>K. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound.</li> <li>L. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>M. Spelling VC (vowel-consonant) and CVC words with short vowel sounds.</li> <li>N. Writing frequently used words accurately.</li> <li>O. Attempting phonetic spellings of unknown words.</li> </ul> <p><i>Sentence Composition (Grammar, Syntax, and Punctuation)</i></p> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <ul style="list-style-type: none"> <li>O. Repeat a sentence, identifying how many words are in the sentence.</li> <li>P. Write simple sentences.</li> <li>Q. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</li> <li>R. Use end punctuation.</li> <li>S. Use manipulatives or digital tools to construct complete sentences.</li> <li>T. Write sentences with increasing complexity.</li> <li>U. Supply the “who” “is doing” “what”, in a subject-verb-object sentence frame.</li> </ul> <p>L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> <li>K. Use frequently occurring nouns and verbs.</li> <li>L. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).</li> <li>M. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>N. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>O. Produce and expand complete sentences in shared language activities.</li> </ul> <p>L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade K
	<p>E. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>F. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>I. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>J. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>K. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><u>Reading Domain</u></p> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.K.2 With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.IT.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RI.IT.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.TS.K.4 Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>RI.TS.K.4 Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.PP.K.5 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.PP.K.5 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade K
	<p>RL.MF.K.6 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).</p> <p>RI.MF.K.6 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><u>Writing Domain</u></p> <p>W.AW.K.1 Use a combination of drawing, writing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)</p> <p>W.NW.K.3 Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li>G. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle end).</li> <li>H. Provide limited details of experiences, events, or characters.</li> <li>I. Provide a reaction to the experiences or events.</li> </ul> <p>W.WP.K.4 With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.</p> <p><u>Speaking and Listening Domain</u></p> <p>SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>E. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</li> <li>F. Continue a conversation through multiple exchanges.</li> </ul> <p>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade K
MP3  Topics	<p>Los módulos "Podemos hacerlo", "Tierra de libres y valientes" y "¡Miremos de cerca!" abordaremos los estándares en Lectura, Escritura, Lengua, Oratoria y Comprensión Auditiva. Los módulos abordarán las siguientes preguntas esenciales: "¿Qué significa esforzarse?" y "¿Qué hace especial a Estados Unidos?" y "¿Qué puedo aprender si miro detenidamente? Los módulos también se centran en las mentalidades de aprendizaje de <i>la perseverancia, pedir ayuda y notar</i>. Cada semana, los estudiantes escucharán textos leídos en voz alta, así como lecturas interactivas. El componente Taller de Escritura también incluye textos de mentoría que proporcionarán a los estudiantes un modelo de diferentes géneros y prácticas de escritura. La instrucción dirigida por el profesor, la instrucción diferenciada y el aprendizaje colaborativo aumentarán la capacidad de los estudiantes para recopilar información y adquirir significado a través de la lectura y la escritura. A través de los Textos de Lectura en Voz Alta, Interactivos y Mentores, los estudiantes tendrán la oportunidad de establecer conexiones con el mundo que les rodea, así como de responder a la literatura de manera intencionada.</p> <p>Módulo 5: ¡Podemos hacerlo!</p> <ul style="list-style-type: none"> <li>○ ¿Qué significa esforzarse?</li> </ul> <p>Módulo 6: Tierra de Libres y Valientes</p> <ul style="list-style-type: none"> <li>○ ¿Qué hace especial a Estados Unidos?</li> </ul> <p>Módulo 7: ¡Miremos de cerca!</p> <ul style="list-style-type: none"> <li>○ ¿Qué puedo aprender si miro con atención?</li> <li>○ ?</li> </ul>
MP3  Skills/Concepts	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text to identify story elements</p> <p>Vocabulary-Students will identify and read high-frequency words</p> <p>Alphabetic Principle-Students will identify the names, sounds, and syllables</p> <p>Writing- Opinion Writing</p>



<u>Marking Period 3 (MP3)</u>	SPA ELA Curriculum Pacing Guide Grade K
MP3	Houghton Mifflin Harcourt
Core Materials	

