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| 2019 ELA Pacing Guide, Kindergarten | | |
| Dates | I CAN!s | Unit |
| Use weekly and monthly thematic units to introduce and develop skills in Listening & Speaking, Reading & Writing. Early childhood themes (e.g. animals, weather, holidays, family, etc.) provide natural context for vocabulary development which leads to reading and writing development.  Suggested time frames for introducing skills are below. | | |
| 8/28-9/8/17  (2 Weeks) | Week of Welcome  Orientation Week, iReady Diagnostic, Beginning of the Year Assessment, & Learning Styles Identified | |
| September/October  9/11-10/27/17  (7 Weeks) | K.1, K.2  K.5 c  K.7, K.10  Ongoing Reading & Language Skills: K.12-K.17 | Reading Focus: **Narrative**  Literature units should be planned  for this 7 week time frame. |
| November/December  10/30-12/13/17  (6 Weeks) | K.3, K.4  K.5 b, K.6  K.8  Ongoing Reading & Language Skills: K.12-K.17 | Reading Focus: **Informative**  Informational text units should be planned  for this 6 week time frame. |
| January  1/2-1/26/18  (4 Weeks) | K.9  Ongoing Reading & Language Skills: K.12-K.17 | Focus:  **Vocabulary & Grammar**  1/16-1/26/18 Mid-year Assessments |
| 1/26/18 | Semester 1 Ends | |
| February/March  1/29-3/23/18  (8 Weeks) | K.5 a, K.7, K.8,  K.11  Ongoing Reading & Language Skills: K.12-K.17 | Focus:  **Speaking**  Speaking and Listening are the foci for these 8 weeks. Including these concepts in both literature and informational text units would be ideal. |
| April/May  4/1-5/25/18  (8 Weeks) | Ongoing Reading & Language Skills: K.12-K.17 | Continuation of building, applying, and presenting language skills. |
| 5/25-6/12/18  (1 Week)  Essential Question: What have I learned? How have I changed? | End of the Year Assessments  Onramp to next grade level. | |

[Kindergarten Dolch Sight Words](http://www.sightwords.com/pdfs/word_lists/dolch_kindergarten.pdf)

(52 words)

all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| air | calendar | alphabet | above |
| alike | chore | back cover | balance |
| animal | communicate | book | behind |
| day | community | cover | below |
| different | fairness | date | between |
| Earth | flag | first name | calendar |
| energy | globe | front cover | cent |
| gas | group | last name | circle |
| heat | hero | letter | clock |
| light | holiday | magazine | coin |
| liquid | job | movie | corner |
| living | lake | newspaper | counting |
| magnet | language | alphabet | day |
| matter | leader | back cover | dime |
| moon | map | book | equal |
| night | money | cover | graph |
| nonliving | mountain | date | inside |
| observe | neighborhood | first name | minute |
| plant | pictograph | front cover | near |
| pulling | president | last name | nickel |
| pushing | rule | letter | number |
| seed | safety | magazine | pattern |
| shadow | season | movie | penny |
| sky | symbol | newspaper | rectangle |
| solid | today |  | shape |
| sound | tomorrow |  | square |
| star | tool |  | triangle |
| sun | transportation |  | week |
| thermometer | weather |  | whole |
| weather | yesterday |  | zero |

Suggested Assessments:

* [Springs Kindergarten Assessment](https://drive.google.com/drive/u/0/search?q=kinder%20assessment)
* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Phonics Inventory
* Writing Prompt

Kindergarten I CAN!s and CAN I?s

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|  | **Standards** | **I CAN!s** | **Can I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | | |
| **Reading Literature** | | | |
| k.1 | **Key Ideas & Details**  RL k.1  RL k.2  RL k.3  **Integration of Knowledge & Ideas**  RL k.7  RL k.8  RL k.9  RL k.10 | **I CAN! read kindergarten books.** | a) CAN I? With prompting and support, ask and answer questions about key details in a text.  b) CAN I? With prompting and support, retell familiar stories, including key details.  c) CAN I?With prompting and support, identify characters, settings, and major events in a story.  d) CAN I?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).  e) CAN I? With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  f) CAN I? Actively engage in group reading activities with purpose and understanding. |
| k.2 | **Craft & Structure**  RL k.4  RL k.5  RL k.6 | **I CAN! talk about the story or poem I’m reading.** | a) CAN I? Ask and answer questions about unknown words in a text.  b) CAN I? Recognize common types of texts (e.g., storybooks, poems).  c) CAN I? With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| **Reading Informational Text** | | | |
| k.3 | **Key Ideas & Details**  RI k.1  RI k.2  RI k.3  **Integration of Knowledge & Ideas**  RI k.7  RI k.8  RI k.9  RI k.10 | **I CAN! read kindergarten informational books.** | a) *CAN I?* With prompting and support, ask and answer questions about key details in a text.  b) *CAN I?* With prompting and support, identify the main topic and retell key details of a text.  c) *CAN I?*With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  d) *CAN I?*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).  e) *CAN I?* With prompting and support, identify the reasons an author gives to support points in a text.  f) *CAN I?* With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  g) *CAN I?* Actively engage in group reading activities with purpose and understanding. |
| k.4 | **Craft & Structure**  RI k.4  RI k.5  RI k.6 | **I CAN! use text features to read kindergarten informational text.** | a) *CAN I?* With prompting and support, ask and answer questions about unknown words in a text.  b) *CAN I?* Identify the front cover, back cover, and title page of a book.  c) *CAN I?*Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| **Writing** | | | |
| k.5 |  | **I CAN! write for different tasks.** | a) *CAN I?* Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  b) *CAN I?*  Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  c) *CAN I?* Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| k.6 | **Production and Distribution of Writing** | **I CAN! Add details to my writing with help.** | a) *CAN I?* With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  b) *CAN I*? With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| **Speaking and Listening** | | | |
| k.7 | **Comprehen-**  **sion & Collaboration** | **I CAN!** **talk with others about kindergarten topics.** | a) *CAN I?* Participate in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  b) *CAN I?*Listen to others and take turns speaking about the topics and texts under discussion.  c) *CAN I?* Continue a conversation through multiple exchanges.  d) *CAN I?*Ask and answer questions to get help or information presented orally if something is not understood. |
| k.8 | **Presentation & Knowledge of Ideas** | **I CAN! Present my work and ideas.**  (formerly follow 2 step directions) | a) *CAN I?* Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  b) *CAN I?*Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  c) *CAN I?* Add drawings or other visual displays to descriptions as desired to provide additional detail.  d) *CAN I?* Speak audibly and express thoughts, feelings, and ideas clearly. |
| **Language** | | | |
| k.9 | **Vocabulary Acquisition and Use** | **I CAN! Use word clues to understand new words.** | a) *CAN I?* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.  b) *CAN I?* Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).  c) *CAN I?* Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. |
| k.10 | **Vocabulary Acquisition and Use** | **I CAN! sort words and their opposites with help.** | a)*CAN I?* Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  b) *CAN I***?** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| k.11 | **Vocabulary Acquisition and Use** | **I CAN! use words and phrases I’ve learned.** | a) *CAN I?* Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).  b) *CAN I?* Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. |
| Steps: Student driven mastery learning skills. | | | |
| **Reading Foundational Skills** | | | |
| k.12 | **Print Concepts** | **I CAN! name the letters and understand how print works.** | a) *CAN I?* Follow words from left to right, top to bottom, and page by page.  b) *CAN I?* Recognize that spoken words are represented in written language by specific sequences of letters.  c) *CAN I?* Understand that words are separated by spaces in print.  d) *CAN I?* Recognize and name all upper- and lowercase letters of the alphabet. |
| k.13 | **Phonemic Awareness**  **Phonemes** | **I CAN! blend sounds into words.** | a) *CAN I?* Recognize and produce rhyming words.  b) *CAN I?* Count, pronounce, blend, and segment syllables in spoken words.  c) *CAN I?* Blend and segment onsets and rimes of single-syllable spoken words.  d) *CAN I?* Blend two to three phonemes into recognizable words.  e) *CAN I?* Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.**\*** (This does not include CVCs ending with /l/, /r/, or /x/.)**\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.** |
| k.14 | **Phonics and Word Recognition** | **I CAN! sound out words.** | a) *CAN I?* Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  b) *CAN I?* Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**\*Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel.**  c) *CAN I?* Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  d) *CAN I?* Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| k.15 | **Fluency** | **I CAN! read my kindergarten books.** | a) *CAN I?* [Read](https://www.mydigitalchalkboard.org/portal/default/Standards/Browser?action=2&view=level&id=14191) emergent-reader texts with purpose and understanding. |
| **Language** | | | |
| k.16 | **Conventions of Standard English** | **I CAN! use correct grammar.** | a) *CAN I?* Print many upper- and lowercase letters.  b) *CAN I?* Use frequently occurring nouns and verbs.  c) *CAN I?* Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).  d) *CAN I?* Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).  e) Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).  f) Produce and expand complete sentences in shared language activities. |
| k.17 | **Conventions of Standard English** | **I CAN! use letter sounds, capitals, and punctuation when I write.** | a) *CAN I?* Capitalize the first word in a sentence and the pronoun I.  b) *CAN I?*Recognize and name end punctuation.  c)*CAN I?*Write a letter or letters for most consonant and short-vowel sounds (phonemes).  d) CAN I? Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |