

Ashley Hobson
Kindergarten Literacy Pacing Guide Quarter 1 and 2

	Focus Standard	Sample Activities/Strategies
RL.K.2	With prompting and support, retell familiar stories, including key details.	
RL.K.5	***Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> • Use various charts, books, and poems for shared reading.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes.	<ul style="list-style-type: none"> • Use sound cards daily. • Clap syllables for student’s names and common words. • Play sound/letter matching games.
RF.K.2 (a)	***Recognize and produce rhyming words	<ul style="list-style-type: none"> • Word/picture sorts • Nursery rhymes; rhyming songs
W.K.1	***Use a combination of drawing, dictating, and writing to compose opinion pieces on the topic or the name of the book they are writing about and state an opinion or preference (e.g., My favorite book is ...).	<ul style="list-style-type: none"> • Journal writing activities • Literature response writing
W.K.3	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.	
SL. K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> • Talk with “elbow” or “face” partners
SL. K.1 (a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion).	<ul style="list-style-type: none"> • Develop large group time rules and procedures
SL.K.1 (b)	Continue a conversation through multiple exchanges.	

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L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Morning message
L.K.2 (a)	Capitalize the first word in a sentence and the pronoun “I.”	<ul style="list-style-type: none"> • Morning message
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> • Word families • Context clues
L.K.5(a)	Sort common objects into categories (e.g., to gain a sense of the concepts the categories represent).	<ul style="list-style-type: none"> • Sorting pictures or objects into specified groups
	<p>Reading Foundations http://commoncore.org/maps/resources/Kindergarten_Foundations_U1-3_(8.19).pdf http://commoncore.org/maps/resources/Kindergarten_Foundations_U1-3_(8.19).pdf Underlined portions of the foundational standards are highlighted this nine weeks.</p>	
RF.K.1a,b,c,d	<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. <u>Follow words from left to right, top to bottom, and page by page.</u> b. <u>Recognize that spoken words are represented in written language by specific sequences of letters.</u> c. <u>Understand that words are separated by spaces in print.</u> d. <u>***Recognize and name all upper- and lower-case letters of the alphabet.</u> 	<ul style="list-style-type: none"> • Match letters to templates; match manipulative upper and lower case letters; and points to letters that the teacher names
RF.K.2a,b,c,d,e	<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. <u>Recognize and produce rhyming words.</u> b. <u>Count, pronounce, blend, and segment syllables in spoken words.</u> c. <u>Blend and segment onsets and rimes of single-syllable spoken words.</u> d. <u>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/, /x/.)</u> e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	

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<p>RF.K.3a,b,c,d</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. <u>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</u></p> <p>b. <u>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</u></p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Sing an alphabet song that includes the letter name, and a key word (picture or gesture) and sound associated with each letter. • Pointing to sound-symbol cards, name the letter that goes with a sound; say the sound that goes with a key word; and say the letter(s) that represent a sound. As consonant phoneme pronunciation and contrasts are explored, learn the concept that some consonant phonemes are represented with two letters: <i>th, sh, ch, and wh.</i>
<p>RF.K.4</p>	<p>Read emergent reader texts with purpose and understanding.</p>	
<p>Report Card Skills Assessed the 20 Weeks</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Recognize common types of texts (e.g. storybooks, poems) • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • Recognize and name all upper and lowercase letters. • Recognize and produce rhyming words. (Recognize only this nine weeks) • Know and apply grade level phonics and word analysis skills in decoding words; consonant sounds and long/short vowel sounds. • Read common high frequency words by sight. <p><u>ELA</u></p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating and writing to compose informative/explanatory texts, name what is being written about and supply some information about the topic. • Speak audibly and express thoughts, feelings, and ideas clearly. • Produce and expand complete sentences in shared language activities. 	

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