Pacing & Curriculum Guide

Kindergarten – Language Arts

(#5010041)

Year Round School Year

Content:

- **Kindergarten Course Description and ELD Standards**
- **Pacing Guide**
- **Other Resources for Comprehension Skills**
- **Curriculum Guide**

Language Arts - Kindergarten (#5010041)

VERSION DESCRIPTION

Kindergarten

Other Resources Listed by Comprehension Skill	
Characters	No David Kissing Hand Pete the Cat Brown Bear Wimberley Worried
Setting	Pete the Car - School Shoes The 3 Little Bears Polar Express Where The Wild Things Are How Do Dinosaurs Go to School? The Night Gorilla
Sequencing	There Was An Old Lady Series If You Give A…. Series V 0 Tc 0 584 d

Kindergarten

	Splat the Cat Series

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Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.FL.1.2 With prompting and support, retell familiar stories, including key details.	x Key details are important when retelling a familiar story.	x I can retell a story I know and use details.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x Students can retell a story using details with prompts (oral or visual) as needed. x Students can use oral language skills.	

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Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.RL.1.3 With prompting and support, identify characters, settings and major events in a story.	x Characters are who a story i s about. x The setting shows where a story takes place. x Major events tell a story.	x I can name the characters in a story. x I can tell about the setting of a story. x I can tell major events of a story.
DOK Level	**The student is able to:**	
1 Recall	x With support, explain major events of the story. x With support identify the characters of the story. x With support identify the setting of the story. x With support, distinguish between the character and event.	
Suggested Resources	**Learning Progression**	

[redacted]et: My Lucky Day
et: Miss Bindergarten Goes on a Field

et: Plaidypus Lost

: Story Problems, Story Solutions, Story

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Reading Standards for Literature C luster 2: Craft & Structure		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.	x Words have meaning. x A question receives an answer. x An answer relates to a question.	x I can ask questions about words I do not know. x I can answer questions about words.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x Ask questions about unknown words. x Answer questions about unknown words.	

Suggested Resources	Learning Progression
Reading Street: Max Takes the Train and/or Al istair and Kip's Great Adventure	K: Ask and answer questions about unknown words in a text. 1st: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 2nd: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 3rd: Deter mine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 4th: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in m ythology (e.g., Herculean). 5th: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).	x Poems can be short. x Poems can have a vertical arrangement on one page. x Poems can have rhythm or rhyme. x Storybooks have a beginning, middle and end. x Storybooks have front cover, back cover, title page and story pages.	x I can tell you which text is a poem. x I can tell you which text is a story book. 296.8717050.8 r92
DOK Level	The student is able to:	

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Reading Standards for Literature Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RL.3.7 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).	x The illustrations (pictures) can help to tell the events of the story. x There are details (picture clues) in the illustrations that tell	

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Reading Standards for Literature Clust er 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RL.3.9 With prompting and		

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Reading Standards: Foundation Skills Cluster 2: Phonological Awareness	
Standard	

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Reading Standards: Foundation S kills Cluster 3: Phonics & Word Recognition		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.RF.3.3 Know and apply grade- level phonics and word analysis skills in decoding wo rds. a. 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. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high -frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	x Every letter has at least one sound. x Some words cannot be soun ded out. x It is important to pay attention to all the letters, because similar words have different spellings.	x I can say the sounds of each letter. x I can identify long and short vowel sounds in simple words. x I can read sight words. x I can find the difference in words that look the same.
DOK Level	**The student is able to:**	
1 Recall	x Produce sounds for each letter. x Apply phonics to decode words. x Write letters for given sounds. x Read sight words. x Associate the long and short vowels with commonly spelled words. x Look at words that are spelled alike and identify the sounds that are different. i.e. had/hat	
Suggested Resources		
Daily through Reading Street: Talk/Sing With Me Charts and Phonics Songs and Rhymes Heggerty Phonemic Awareness iReady LAFS: Consonant Sounds, Beginning Consonants, Beginning Vowels, Short Vowels, High Frequency Words		

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Reading Standards: Foundation Skills Cluster 4: Fluency		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.RF.4.4 Read emergent -reader texts with purpose and understanding .	x We read for purpose and for understanding. x Reading for purpose can be for information and/or enjoyment. x Reading at his/her own level will increase his/her fluency.	x I can read and understand a book at my level.
	The student is able to:	
	x Read a book at the student's level. x Read a book with purpose and understanding.	
DOK Level		
2 Basic Application of Skills & Concepts		
Suggested Resources		
Reading Street: All Leveled Readers, My Skills Buddy		

Learning Progression

K: Read emergent -reader texts with purpose and understanding.
1st: Read with sufficient accuracy and fluency to support comprehension.
2nd: Read with sufficient accuracy and fluency to support comprehension.
3rd: Read with sufficient accuracy and fluency to support comprehension.
4th: Read with sufficient accuracy an d fluency to support comprehension.

5th:

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Reading Standards for Informational Text Cluster 1: Key Ideas & Details		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.		

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Reading Standards for Informational Text Cluster 1: Key Ideas & Details		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RI.1.3 With prompting and suppsÜÍPdDmpalrn2.tnwn 0. sTf 0w(e)1.7(r) Q iCID 5 >>R3,s'Ò Ñ E)aeÝÃ •` "Ó •Ü3eÑ, œ -Ü<Õ		

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Reading Standards for Informational Text Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.	x They need to ask questions abou t unknown words while they read text. x They need to answer questions about unknown words while they read text. 1(y)1.4(r)-5.3(.8 852(a)-3.8(d)-1.8(te)-4.1(xt.)]TJ 52Tc 0 Tw 7.076 0 Td c -015hi)-7.5(lody <</MCID 18s)-	

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Reading Standards for Informational Text Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book.	x Books have parts. x Information is given on the front cover, title page, and back cover. x You start reading a book from front cover to back cover.	x I can identify the front cover of a book. x I can identify the back cover of a book. x I can identify the title page of a book.

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Reading Standards for Informational Text Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets

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Reading Standards for Informa tional Text Cluster 3: Integration of Knowledge & Ideas		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.RI.3.7 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).	x Illustrations support text.	x I can use the illustrations to help me understand the text.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x Will describe the events in the text by using the illustrations.	

Suggested Resources	Learning Progression
Reading Street: If You Could Go to Antarctica and/or Mayday! Mayday!	K: 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). 1st: Use the illustrations and details in a text to describe it s key ideas. 2nd:

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Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.	x In informational text, authors need to support their points with reasons.	x With help, I can tell the reasons an author gives to support their points.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x With support, identify an author's reasoning by finding support within the text.	

Suggested Resources	Learning Progression
Reading Street: Little Panda	K: With prompting and support, identify the reasons an author gives to support points in a text. 1st: [Without prompting and support] identify the reasons an author gives to support points in a text. 2nd: Describe how reasons support specific points the author makes in a text. 3rd: Describe the logical connection between particular sentences and paragra phs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 4th: Explain how an author uses reasons and evidence to support particular points in a text. 5th: Explain how an author uses reasons and evidence to support particular poin ts in

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Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	x Different texts can address the same topic in different ways.	x I can tell similarities between two texts with help. x I can tell differences between two texts with help. wi 6.919be to:

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Reading Standards for Informational Text Cluster	4: Range of Reading and Level of Text Complexity
Standard	

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Writing Standards Cluster 1: Text Types & Purposes		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.W.1.1 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...)	x All books have titles. x Book titles are found on the front cover. x Opinions can be expressed through drawings, tellings and writings. x Books or topics can generate different opinions amongst others.	x I can share what I think about a book through drawing, writing, and telling. x I can share the title of the book I am writing about.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x Compose an opinion piece by drawing, telling, and/or writing. x Tell the topic of the book.	
Suggested Resources	**Learning Progression**	
Reading Street -		

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Writing Standards Cluster 1: Text Types & Purposes		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.W.1.2 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.	x Written language is oral language written down. x Information can be shared through writing, drawing and dictating. x Writings reflect individual perspectives.	x I can share information through my drawings. x I can share information through my writing/dictating. x I can tell you about my writing.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x Generate an idea about a topic x Share information about a topic through writing, drawing and dictating	

Suggested Resources	Learning Progression
Reading Street - Writing Section - The House That Tony Lives In Journals County Writing Prompts/Text Based Writing	K: 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. 1

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Writing Standards Cluster 1: Text Types & Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.W.1.3 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.	x	

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Writing Standards C luster 2: Production & Distribution of Writing		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	x Other people's suggestions can provide ideas to help make their writing better. x Adding details makes a story or sentence better.	x I can answer questions about my writing. x I can add details to improve my writing.
DOK Level		

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Writing Standards Cluster 3: Research to Build and Present Knowledge		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x They can gather information from sources such as books. x They can find answers to their questions in so urces such as books. x They can recall information from sources that have been read to them. x They can recall experiences that they have encountered.	x I can draw a picture to recall information about an experience with help. x I can write a sentence to tell abou t my experiences with help. x I can tell about my experiences with help. x I can use picture books to answer questions with help. x I can write a sentence to ask a question with help.

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Standards for Speaking & Listening Cluster 1: Comprehension & Collaboration		
Standard	**The student understands that:**	**Student Friendly Learning Targets**
LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	x Students need to take turns speaking. x Students need to listen to others when they are speaking. x Conversations happen with two or more people. x Having a conversation means staying on topic and asking questions about the same topic.	x I can talk and listen in a small group. x I can talk and listen in a large group. x I can take turns listening and speaking.
DOK Level	**The student is able to:**	
2 Basic Application of Skills & Concepts	x Participate in oral language activities. x Work collaboratively in small groups using turns when speaking and listening. x Discuss a topic or text using appropriate group rules during small group/large group.	

Suggested Resources	Learning Progression
Reading Street - Daily - Build Oral Language section Built into morning routines. (calendar, circle time, class meetings)	K: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 1st: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2nd: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 3rd: Engage effectively in a range of collaborative discussions (one -on -one, in groups, a nd teacher -led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 4th: Engage effectively in a range of collaborative discussions (one -on -one, in groups, and teacher -led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 5th: Engage effectively in a range of collaborative discussions (one -on -one, in groups, and teacher -led) with diverse partners on grade 5 topics and texts, building on o thers' ideas and expressing their own clearly.

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Standards fo r Speaking & Listening Cluster 2: Presentation of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.SL.2.4 Describe familiar people, places, things, and		

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Standards for Speaking & Listening Cluster 1: Comprehension & Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	x Pictures help comprehension. x Visual displays can be used to express their ideas and organize oral presentations. x Visual displays enhance the audience's understanding of a presentation.	x

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Language

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Language Standards Cluster 3: Vocabulary Acquisition Use		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple -		

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Language Standards Cluster 3: Vocabulary Acquisition Use		
Standard	The student understands that:	Student Friendly Learning

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Language Standards Cluster 3: Vocabulary Acquisition Use		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	x Learning words and phrases can be acquired through reading books. x Learning words and phrases can be	