

District 200 Pacing Guide for English Language Arts - Kindergarten Standards

✓=Taught M=Mastered

K	W	1	CC.K.W.1 Text Types and Purposes: 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 . . .). Dictate = oral telling w/ or w/o writing. T1 - drawing picture, T2- dictating picture, T3- writing	M	M	M
K	W	2	CC.K.W.2 Text Types and Purposes: 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. Dictate = oral telling w/ or w/o writing. T1 - drawing picture, T2- dictating picture, T3- writing	M	M	M
K	L	1.e	CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	M		
K	R.F	1.b	CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.	M		
K	R.F	1.a	CC.K.R.F.1.a Print Concepts: Follow words from left to right, top to bottom, and page by page.	M		
K	R.F	1.c	CC.K.R.F.1.c Print Concepts: Understand that words are separated by spaces in print.	M		
K	R.I	5	CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.	M		
K	R.L	6	CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	M		
K	R.L	3	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.	M		
K	SL	1.a	CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	M		
K	SL	3	CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	M		
K	L	1.f	CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.	✓	M	
K	L	1.c	CC.K.L.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	✓	M	
K	L	1.d	CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	✓	M	
K	L	2.a	CC.K.L.2.a Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.	✓	M	

K	L	2.c	CC.K.L.2.c Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	✓	M	
K	L	1.a	CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters.	✓	M	
K	L	5.c	CC.K.L.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	✓	M	
K	L	2.d	CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	✓	M	
K	R.F	3.a	CC.K.R.F.3.a Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	✓	M	
K	R.F	1.d	CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.	✓	M	
K	R.F	2.c	CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.	✓	M	
K	R.F	2.d	CC.K.R.F.2.d Phonological Awareness: d. 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/.)	✓	M	
K	R.F	3	CC.K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	✓	M	
K	R.I	6	CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	✓	M	
K	R.I	7	CC.K.R.I.7 Integration of Knowledge and Ideas: 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).	✓	M	
K	R.I	2	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.	✓	M	
K	R.I	3	CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓	M	
K	R.I	9	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	✓	M	
K	R.L	5	CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).	✓	M	
K	R.L	7	CC.K.R.L.7 Integration of Knowledge and Ideas: 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).	✓	M	

K	R.L	2	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.	✓	M	
K	R.L	9	CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	✓	M	
K	SL	4	CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	M	
K	SL	6	CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.	✓	M	
K	L	1.b	CC.K.L.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.	✓	✓	M
K	L	2.b	CC.K.L.2.b Conventions of Standard English: Recognize and name end punctuation.	✓	✓	M
K	L	4	CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Get list from ELL teachers	✓	✓	M
K	L	4.a	CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	✓	✓	M
K	L	4.b	CC.K.L.4.b Vocabulary Acquisition and Use: 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.	✓	✓	M
K	L	6	CC.K.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓	M
K	L	1	CC.K.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	M
K	L	2	CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	M
K	L	5	CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.	✓	✓	M
K	R.F	1	CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	✓	✓	M
K	R.F	2	CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	M
K	R.F	2.a	CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.	✓	✓	M
K	R.F	2.e	CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	✓	✓	M

K	R.F	3.b	CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	✓	✓	M
K	R.F	3.c	CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). New list of words	✓	✓	M
K	R.F	3.d	CC.K.R.F.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Word families	✓	✓	M
K	R.F	4	CC.K.R.F.4 Fluency: Read emergent-reader texts with purpose and understanding.	✓	✓	M
K	R.I	1	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.	✓	✓	M
K	R.I	10	CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	✓	✓	M
K	R.L	10	CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding. PD-books & ideas for activities	✓	✓	M
K	R.L	1	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. Non-verbal examples	✓	✓	M
K	SL	1	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓	M
K	SL	1.b	CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.	✓	✓	M
K	SL	2	CC.K.SL.2 Comprehension and Collaboration: 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.	✓	✓	M
K	W	3	CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating (T2), and writing (T3) 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.	✓	✓	M
K	W	5	CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓	✓	M
K	W	6	CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	✓	✓	M

K	W	7	CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Author studies	✓	✓	M
K	R.L	4	CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.	✓	✓	M
K	R.F	2.b	CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words. Blend - T2 Segmenting - T3	✓	✓	✓
K	L	5.b	CC.K.L.5.b Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		✓	M
K	R.I	4	CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.		✓	M
K	R.I	8	CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.		✓	M
K	SL	5	CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓	M
K	W	8	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	M
K	L	5.d	CC.K.L.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. P.E.			M
K	L	5.a	CC.K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			