***Murray County Schools***



***Kindergarten ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the ***entire***

school year (e.g., explicit instruction, learning centers, Tier I, II, and III etc.).

***NOTE: Some standards appear in multiple grading periods.***

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature****GSERGSEL.K.1** – With prompting and support, as and answer questions about key details in a text.**GSERGSEL.K.1a** – Make predictions to determine main idea and anticipate an ending.**GSERGSEL.K.2** – With prompting and support, retell familiar stories, including key details.**GSERGSEL.K.3** – With prompting and support, identify characters, settings, and major events in a story.**Informational Text****GSERI.K.1** – With prompting and support, ask and answer questions about key details in a text.**GSERI.K.2** – With prompting and support, identify the main topic and re-tell key details of a text.**GSERI.K.5** – Identify the front cover, the back cover and title page of a book.**Foundational Skills****GSERF.K.1** – Demonstrate understanding of the organization and basic features of print.**GSERF.K.1a** – Follow words from left to right, top to bottom, and page by page.**GSERF.K.1b** – Recognize that spoken words are represented in written language by specific sequences of letters.**GSERF.K.1c** – Understand that words are separated by spaces in print.**GSERF.K.1d** – Recognize and name all uppercase and lowercase letters of the alphabet.**GSERF.K.2a** – Recognize and produce rhyming words.**GSERF.K.3a** – Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**GSERF.K.3c** – Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**Language****GSEL.K.1** – Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**GSEL.K.1a** – Print many uppercase and lowercase letters.**GSEL.K.2** – Begin to develop command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**GSEL.K.2a** – Capitalize the first word in a sentence and the pronoun I.**GSEL.K.2b** – Recognize and name end punctuation.**GSEL.K.2c** – Write a letter or letters for most consonant and short-vowel sounds (phonemes).**Speaking and Listening****GSESL.K.1** – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**GSESL.K.1a** – Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**Writing****GSEW.K.1** – Use a combination of drawing 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…).**GSEW.K.2** – Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. | **Literature****GSERGSEL.K.4** – Ask and answer questions about unknown words in a text.**GSERGSEL.K.5** – Recognize common types of texts (e.g., *storybooks, poems*).**Informational Text****GSERI.K.3** – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**GSERI.K.4** – With prompting and support, ask and answer questions about unknown words in a text.**Foundational Skills****GSERF.K.2** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**GSERF.K.2b** – Count, pronounce, blend, and segment syllables in spoken words.**GSERF.K.2c** – Blend and segment onsets and rimes of single-syllable spoken words.**GSERF.K.2e** – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**GSERF.K.3c** – Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).**Language****GSEL.K.1b** – Use frequently occurring nouns and verbs.**GSEL.K.1c** – Form regular plural nouns orally by adding */s/* or */es/* (e.g., *dog, dogs; wish, wishes*).**GSEL.K.5** – With guidance and support from adults, explore word relationships and nuances in word meanings.**GSEL.K.5c** – Identify real-life connections between words and their use (e.g., note places at school that are colorful).**GSEL.K.5d** – Distinguish shades of meaning among verbs describing the same general actions (e.g., walk, march, strut, prance) by acting out the meanings.**GSEL.K.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**Speaking and Listening****GSESL.K.3** – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**GSESL.K.6** – Speak audibly and express thoughts, feelings, and ideas clearly.**Writing****GSEW.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. | **Literature****GSERGSEL.K.6** – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**GSERGSEL.K.9** – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**GSERGSEL.K.10** – Actively engage in group reading activities with purpose and understanding.**Informational Text****GSERI.K.6** – Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**GSERI.K.9** – With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).**GSERI.K.10** – Actively engage in group reading activities with purpose and understanding.**Foundational Skills****GSERF.K.2d** – Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC’s ending with */I/, /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.)**GSERF.K.3** – Know and apply grade-level phonics and word analysis skills in decoding words.**GSERF.K.3c** – Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**GSERF.K.3d** – Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**Language****GSEL.K.1d** – Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**GSEL.K.2d** – Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**GSEL.K.4b** – 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.**GSEL.K.5a** – Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**GSEL.K.5b** – Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**Speaking and Listening****GSESL.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.**GSESL.K.4** – Describe familiar people, places, things, and with prompting and support, provide additional detail. | **Literature****GSERGSEL.K.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).**Informational Text****GSERI.K.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).**GSERI.K.8** – With prompting and support, identify the reasons an author gives to support points in a text.**Foundational Skills****GSERF.K.3c** - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).**GSERF.K.3b** – Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**GSERF.K.4** – Read emergent-reader texts with purpose and understanding.**Language****GSEL.K.1e** – Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).**GSEL.K.1f** – Produce and expand complete sentences in shared language activities.**GSEL.K.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**GSEL.K.4a** – Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**Speaking and Listening****GSESL.K.1b** – Continue a conversation through multiple exchanges.**GSESL.K.5** – Add drawings or other visual displays to descriptions as desired to provide additional detail.**Writing****GSEW.K.5** – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**GSEW.K.6** – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**GSEW.K.7** – Participate in shared research and writing projects (e.g., explore a numberof books by a favorite author and express opinions about them).**GSEW.K.8** – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature*** Ask
* Answer
* Key Detail
* Question
* Main Idea
* Retell

**Informational Text*** Ask
* Answer
* Key Detail
* Main Topic
* Retell
* Front Cover
* Back Cover
* Title Page
* Book

**Foundational Skills*** Left
* Right
* Top
* Bottom
* Page
* Sequence
* Letters
* Words
* Spaces
* Print
* Name
* Uppercase Letter
* Lowercase Letter
* Alphabet
* High-Frequency Word

**Speaking and Listening*** Rule
* Discussion

**Language*** Print
* Uppercase Letter
* Lowercase Letter
* Capitalize
* Pronoun
 | **Literature*** Ask
* Answer
* Text

**Informational Text*** Describe
* Text
* Key Detail
* Connection
* Main Topic
* Retell

**Foundational Skills*** Blend
* Segment
* Syllable
* Phoneme
* Onsets
* Rimes
* Substitute
* High-Frequency Word
* Uppercase Letter
* Lowercase Letter
* Alphabet

**Speaking and Listening*** Thought
* Feeling

**Language*** Noun
* Verb
* Plural
* Punctuation
* Action
 | **Literature*** Character
* Setting
* Event
* Author
* Illustrator
* Compare
* Contrast

**Informational Text*** Text
* Topic
* Similarity
* Difference

**Foundational Skills*** Initial Sound
* Medial Sound
* Final Sound
* Decode
* Long-Vowel Sound
* Short-Vowel Sound
* High Frequency Word

**Speaking and Listening*** Ask
* Answer
* Question
* Key Detail

**Language*** Question Word
* Interrogative
* Punctuation
* Consonant
* Short-Vowel Sound
* Phoneme
* Object
* Verb
* Adjective
* Opposite
* Antonym
 | **Literature*** Author
* Illustrator
* Illustration

**Informational Text*** Author
* Illustrator
* Text
* Illustration
* Reason

**Foundational Skills*** Rhyme
* Text
* High-Frequency Word

**Speaking and Listening*** Conversation
* Rule
* Discussion

**Language*** Preposition
* Sentence
* Punctuation
* Multiple-Meaning
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