

**ELA Pacing Guide
Kindergarten**

Time Frame: September – mid-November

Unit 1: Special Me

Genres: Nursery Rhymes (narrative reading), **Personal Narrative** (narrative writing), **Concept Book** (informational reading)

Processes, Content Statements & Expectations (Disciplinary Knowledge)	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">READING WORD RECOGNITION AND WORD STUDY <i>Phonemic Awareness</i></p> <p>R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.</p>	<p>What is a rhyme?</p> <p>How do we blend sounds to make words?</p> <p>What is the purpose of a letter?</p>	<p>MLPP assessments (phonics and phonemic awareness)</p> <p>DIBELS</p> <p>http://www.pps.k12.or.us/curriculum/literacy/video/assessments/k-phonemic.pdf</p>	<p>sight words</p> <p>directions</p> <p>sentences</p> <p>letters</p>	<p>Interest Inventories</p> <p>Interview students</p> <p>http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Clifford the Big Red Dog sound matching game</p> <p>http://pbskids.org/lions/games/ears.html</p> <p>Initial sound identification game</p>
<p style="text-align: center;"><i>Phonics</i></p> <p>R.WS.00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p>			<p>Alphabet Words</p>	<p>http://www.starfall.com/n/level-k/index/phonics.htm?f</p> <p>Interactive website focusing on letter sounds</p>
<p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.00.07 Follow familiar written text while pointing to matching words.</p>		<p>http://www.mlpp-msl.net/assessments/conceptsofprint/default.htm</p> <p>Concepts of Prints Assessment</p>		<p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>Printable books</p>
<p style="text-align: center;"><i>Fluency</i></p> <p>R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.</p>		<p>MLPP</p>		
<p style="text-align: center;">NARRATIVE TEXT</p>				<p>http://www.enchantedlearning.com/rhymes</p>

<p>R.NT.00.01 Become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p> <p>R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.</p> <p>R.NT.00.03 Discuss setting, characters, and events in narrative text.</p> <p>R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations support the understanding of setting and characters</p>	<p>What is a nursery rhyme?</p> <p>What is the basic form of the nursery rhyme we just read?</p> <p>What is the purpose of illustrations in a nursery rhyme?</p>	<p>Create class nursery rhymes based on students' names and other rhymes read in class.</p>	<p>nursery rhymes alliteration literature</p> <p>genre</p> <p>setting characters events sequence</p> <p>authors illustrator</p>	<p>Teachers.shtml Nursery rhyme activities.</p> <p>Books: <u>Classic Nursery Rhymes</u>, Paige Weber, 2006. ISBN-13: 978-0517227299</p> <p><u>Mother Goose: A Collection of Classic Nursery Rhymes</u>, Michael Hague, 1984. ISBN-13: 978-0805002140</p> <p><u>You Read to Me, I'll Read to You: Very Short Mother Goose Tales to Read Together</u>, Mary Ann Hoberman, 2005. ISBN-13: 978-0316144315</p> <p><u>The Neighborhood Mother Goose</u>, Nina Crews, 2004. ISBN-13: 9780060515737</p> <p>p. 25- Read a Picture; <u>Reading Strategies That Work</u>, Creative Teaching Press. ISBN: 1574713663</p>
<p style="text-align: center;">INFORMATIONAL TEXT</p> <p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.</p> <p>R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential.</p> <p>R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational</p>	<p>Why do we read informational text?</p> <p>What is the importance of a concept book?</p> <p>How can I respond to text?</p>		<p>Concept book Picture book</p>	<p>Concept Books (tied to unit science GLCEs): <u>My Five Senses</u>, Aliko, 1989. ISBN-13: 978-0060200503</p> <p><u>My Five Senses</u>, Margaret Miller, 1998. ISBN-13: 978-0689820090</p> <p>After reading or listening to the reading of both texts that describe the five senses, students discuss how they use their senses. They discuss how the two books are the same and how they are different.</p> <p><u>My Five Senses Big Book</u>, Aliko, 1991. ISBN 0-06-445083-X</p>

<p>patterns.</p> <p>R.IT.00.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>How does this story relate to your life?</p>	<p>After reading or listening to the reading of the two concept book that describe the five senses, students discuss how they use their senses. They discuss how the two books are the same and how they are different.</p>	<p>Relate</p>	<p><u>The Colors of Us</u>, Karen Katz, 2007</p> <p><u>It's Okay To Be Different</u>, Todd Parr, 2001. ISBN-10: 0316666033</p> <p>Little Giraffes – link to activities and teaching ideas that can be used for each of the five senses.</p>
<p>COMPREHENSION</p> <p>R.CM.00.01 Begin to make text-to-self and text-to-text comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <p>R.CM.0.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>			<p>Text- to-self Text- to-text</p>	<p>http://www.educationoasis.com/curriculum/graphic_organizers.htm Link to graphic organizers</p>
<p>READING ATTITUDE</p> <p>R.AT.00.01 Become enthusiastic about reading and learning how to read.</p>	<p>What books do you like to read?</p> <p>How do you find a good book?</p>			
<p>WRITING <i>Writing Genre</i></p> <p>W.GN.00.01 Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</p>	<p>Why is it important to tell stories about ourselves?</p>	<p>Make a class book about all the students in the class, with each student</p>	<p>narrative</p>	<p>Books: <u>All by Myself</u>, Mercer Mayer, 2001. ISBN-13: 978-0307119384</p> <p><u>I Was So Mad</u>, Mercer Mayer, 2000.</p>

		contributing a page.		ISBN-13: 978-0307119391 <u>The Feel Good Book</u> , Todd Parr, 2009. ISBN-10: 0316043451
Writing Process				
W.PR.00.01 With teacher assistance, consider the audience’s reaction as they plan narrative or informational writing.	How should the reader feel after they read your narrative?	Write a class story and have all students help to illustrate.		http://www.kent.k12.wa.us/curriculum/writing/sec_writing/Bib/Narrative.htm Personal narrative website with text suggestions and lesson plans.
W.PR.00.02 Brainstorm to generate and structure ideas for narrative or informational writing.	What are the different ways to brainstorm?	Have each child create an All About Me book or poster.	Brainstorm	Books: <u>Being Me</u> , Julie Broski, 2006. ISBN-13: 978-0516249759
W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings.				<u>I Like Myself</u> , Karen Beaumont, 2004. ISBN-13: 978-0152020132
W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.	Why is it important to revise your writing?		Revise	
Personal Style				
W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).			informational	
Handwriting				
W.HW.00.01 Form upper and lowercase manuscript letters.		http://www.oklahomahomeschool.com/PreKKAsess.html	Upper and lowercase	http://www.internet4classrooms.com/kplus/writing.htm Has links to handwriting pages, worksheets and other activities to assist with handwriting.
W.HW.00.03 Write from left to right and top to bottom.			Left Right	
Writing Attitude				
W.AT.00.01 Be enthusiastic about writing and learning to write.	How do you feel about writing?			

<p align="center">SPEAKING <i>Conventions</i></p> <p>S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p>			audience	
<p align="center"><i>Discourse</i></p> <p>S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.</p> <p>S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.</p>			Main idea	http://www.educationoasis.com/curriculum/graphic_organizers.htm Link to multiple graphic organizers
<p align="center">LISTENING <i>Response</i></p> <p>L.RP.00.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing and/or writing in order to reflect, make meaning, and make connections.</p> <p>L.CN.00.01 Understand and follow one- and two-step directions.</p>				

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Time Frame: mid November – mid January

Unit 2: The World Around Me

Genres: Poetry (narrative reading and narrative writing), **Environmental Text** (informational reading)

Processes, Content Statements & Expectations (Disciplinary Knowledge)	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">READING WORD RECOGNITION AND WORD STUDY <i>Phonemic Awareness</i></p> <p>R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.</p>	<p>Where are initial and final consonants located?</p>	<p>http://www.pps.k12.or.us/curriculum/literacy/video/assessments/k-phonemic.pdf</p> <p>Anecdotal records MLPP DIBELS</p>	<p>sentence writing prompt question final initial listening comprehension</p>	
<p style="text-align: center;"><i>Phonics</i></p> <p>R.WS.00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p>	<p>How do we blend sounds to make words?</p>	<p>Take students on a walk outside and have them identify the initial or final sounds of things they see.</p>		<p>www.bbc.co.uk/schools/laac/words/dgi.shtml Website with games for initial and final sounds, as well as rhyming.</p>
<p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.00.07 Follow familiar written text while pointing to matching words.</p> <p>R.WS.00.08 Narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).</p>	<p>What do good readers do to predict words?</p>	<p>http://www.mlpp-msl.net/assessments/conceptsofPrint/default.htm Concepts of Prints Assessment</p>		<p>http://www.hubbardscupboard.org/printable-booklets.html Printable books</p>
<p style="text-align: center;"><i>Vocabulary</i></p> <p>R.WS.00.10 In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and</p>			<p>predictions</p>	<p>p. 37- Stop and Say; <u>Reading Strategies That Work</u>, Creative Teaching Press. ISBN: 1574713663</p>

resources including picture clues, prediction and other people.				
<p style="text-align: center;">Fluency</p> <p>R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.</p>				www.starfall.com - A free website to teach children to read with phonics. For preschool, kindergarten, and first grade. Exciting phonics games and online interactive books.
<p style="text-align: center;">NARRATIVE TEXT</p> <p>R.NT.00.01 Become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p> <p>R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.</p> <p>R.NT.00.03 Discuss setting, characters, and events in narrative text.</p> <p>R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of setting and characters.</p>	<p>Why is it important to read multicultural literature?</p> <p>What is poetry?</p> <p>Does a poem have to have an illustration?</p>	<p>Create class poetry books.</p>	<p>Classic Multicultural Contemporary Literature</p>	<p>Suggested poetry books:</p> <p><u>It's Snowing! It's Snowing! Winter Poems</u> Jack Prelutsky, 2006. ISBN-13: 978-0060537173</p> <p><u>Something Big Has Been Here</u>, Jack Prelutsky, 1990. ISBN-13: 978-068806434</p> <p><u>A Tree Place: And Other Poems</u>, Constance Levy, 1994. ISBN-13: 978-0689505997</p> <p><u>The Frogs Wore Red Suspenders</u>, Jack Prelutsky, 2005. ISBN-13: 978-006073776</p> <p><u>There Was An Old lady Who Swallowed A Fly</u>, Sims Taback, 2007. ISBN-13: 978-1904550624</p>
<p style="text-align: center;">INFORMATIONAL TEXT</p> <p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.</p> <p>R.IT.00.02 With teacher guidance, discuss</p>	<p>What are the elements of informational text?</p> <p>What can pictures in books tell us?</p>	<p>Answer organizational questions regarding informational text.</p>	<p>graphs pictures charts environmental</p>	<p>Suggested environmental texts (based on unit math & science GLCEs):</p> <p><u>I Read Signs</u>, Tana Hoban, 1987. ISBN-13: 978-0688073312</p> <p><u>I Read Symbols</u>, Tana Hoban, 1999. ISBN-13: 978-0688166960</p>

<p>informational text patterns including descriptive and sequential.</p> <p>R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.</p> <p>R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>			<p>descriptive</p> <p><u>The Deep Blue Sea: A Book of Colors</u>, Audrey Wood, 2005. ISBN-13: 978-0439753821</p> <p><u>Cubes, Cones, Cylinders, & Spheres</u>, Tana Hoban, 2000. ISBN-13: 978-0688153250</p> <p><u>Rectangles Around Town</u>, Nathan Olson, 2006. ISBN-13: 978-0736863704</p> <p>Science environmental website and book suggestions (to match science unit):</p> <p>http://science.nsta.org/enewsletter/2004-03/member_elementary.htm Site sharing book and lesson plans on force and motion</p> <p><u>What is Gravity?</u> Lisa Trumbauer, 2004. ISBN-13: 978-0516258447</p> <p><u>Is It Heavy Or Light?</u> Sheila Rivera, 2004. ISBN-13: 978-0822554080</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.00.01 Begin to make text-to-self and text-to-text comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <p>R.CM.00.02 Retell up to three events from familiar text using their own words or phrasing.</p> <p>R.CM.0.04 Apply significant knowledge from grade-level science, social studies, and mathematics</p>			<p>http://www.educationoasis.com/curriculum/graphic_organizers.htm Graphic Organizers</p> <p><u>Scientists Ask Questions</u>, Ginger Garrett, 2005. ISBN-13: 978-0516246628</p> <p><u>Forces Make Things Move</u>, Kimberly Brubaker Bradley, 2005. ISBN-13: 978-0064452144</p>

texts.				
CRITICAL STANDARDS R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision.				Writing Rubric – Change numbers to stars and use as a rubric.
READING ATTITUDE R.AT.00.01 Become enthusiastic about reading and learning how to read.				
WRITING <i>Writing Genre</i> W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.		Create class poetry books	poetry	http://www.jmeacham.com/shared.writing/hared.writing.class.books.htm - Class book ideas
<i>Writing Process</i> W.PR.00.01 With teacher assistance, consider the audience’s reaction as they plan narrative or informational writing. W.PR.00.02 Brainstorm to generate and structure ideas for narrative or informational writing. W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings. W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.			Narrative revise	
<i>Personal Style</i> W.PS.00.01 Develop originality in oral, written, ar				

visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).				
<p style="text-align: center;"><i>Handwriting</i></p> <p>W.HW.00.01 Form upper and lowercase manuscript letters.</p> <p>W.HW.00.02 Leave space between words and word-like clusters of letters.</p> <p>W.HW.00.03 Write from left to right and top to bottom.</p>		http://www.oklahomahomeschool.com/PreKKAssess.html	Space Top Bottom	http://www.handwritingworksheets.com/ Customized handwriting worksheets
<p style="text-align: center;"><i>Writing Attitude</i></p> <p>W.AT.00.01 Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING <i>Conventions</i></p> <p>S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p> <p>S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.</p>	<p>How do we speak in front of an audience?</p> <p>What questions are appropriate during presentations?</p>	Show and tell presentations		Sound effects presentation
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.</p> <p>S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making</p>		Practice asking appropriate questions and displaying appropriate behaviors during class show and tell or other whole class presentations.	retell	

connections.				
<p style="text-align: center;">LISTENING <i>Response</i></p> <p>L.RP.00.01 Listen to or view knowledgeably and discuss a variety of genre.</p>	<p>How are we supposed to act when someone else is talking and we are listening?</p>			

**ELA Pacing Guide
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Time Frame: mid January – mid March

Unit 3: Working Together

Genres: Story (narrative reading), **Picture Book** (informational reading), **Informational Piece** (informational writing)

Processes, Content Statements & Expectations (Disciplinary Knowledge)	Essential Questions	Assessment	Vocabulary	Resources
<p style="text-align: center;">READING WORD RECOGNITION AND WORD STUDY <i>Phonemic Awareness</i></p> <p>R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.</p>	<p>What is the purpose of a letter sound?</p>	<p>MLPP assessments (phonics and phonemic awareness)</p> <p>DIBELS</p> <p>http://www.pps.k12.or.us/curriculum/literacy/video/assessments/k-phonemic.pdf</p>	<p>purpose</p>	<p>These Hands, Hope Lynne Price, 2007. ISBN-13: 978-1423106333 -story in rhyme of a girl's day</p>
<p style="text-align: center;"><i>Phonics</i></p> <p>R.WS.00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p> <p>R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.</p>			<p>Syllable Initial Final</p>	<p>p. 34-36; <u>Reading Strategies That Work</u>, Creative Teaching Press. ISBN: 1574713663</p>
<p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.00.05 Automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.</p> <p>R.WS.00.06 Make progress in automatically recognizing a few of the 220 Dolch basic sight words.</p>				<p>http://carlscorner.us.com/Write.htm Use My Little Book of words for Special Spelling</p> <p>http://www.learningbooks.net/xLPDolch.html Has links to games and activities using</p>

<p>R.WS.00.07 Follow familiar written text while pointing to matching words.</p> <p>R.WS.00.08 Narrow possibilities in predicting words using initial letters/sounds (phonics), pattern of language (syntactic), and picture clues (semantic).</p> <p>R.WS.00.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>			clues	the Dolch words.
<p style="text-align: center;"><i>Vocabulary</i></p> <p>R.WS.00.10 In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction and other people.</p>				
<p style="text-align: center;"><i>Fluency</i></p> <p>R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.</p>				
<p style="text-align: center;">NARRATIVE TEXT</p> <p>R.NT.00.01 Become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p> <p>R.NT.00.02 Identify the basic form and purpose of</p>	<p>What is a story?</p> <p>How can we use picture</p>	<p>Complete a graphic organizer on setting, characters, etc.</p> <p>Discuss characters and setting after reading books.</p>	<p>setting characters prediction descriptive sequential</p>	<p>Books for Story genre:</p> <p><u>Below</u>, Nina Crews, 2006. ISBN-13: 978-0805077285</p> <p><u>Harold and the Purple Crayon</u>, Crockett Johnson. ISBN-13: 978-0064430227</p> <p><u>Flotsam</u>, David Wiesner, 2006.</p>

<p>a variety of narrative genre including stories, nursery rhymes, poetry, and songs.</p> <p>R.NT.00.03 Discuss setting, characters, and events in narrative text.</p> <p>R.NT.00.04 Identify how authors/ illustrators use literary devices including pictures and illustrations support the understanding of setting and characters</p> <p>R.NT.00.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>clues to aid in understanding a story (predictions)?</p>			<p>ISBN-13: 978-0618194575</p> <p><u>The Napping House</u>, Audrey Wood, 1991. ISBN-13: 978-0152567118</p> <p><u>For You Are a Kenyan Child</u>, Kelly Cunnane, 2006. ISBN-13: 978-068986194</p>
<p style="text-align: center;">INFORMATIONAL TEXT</p> <p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.</p> <p>R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential.</p> <p>R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.</p> <p>R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>Why do we read picture books?</p> <p>How do the illustrations help the author tell the story?</p>	<p>Create a class picture book.</p>	<p>illustrations author</p>	<p>Suggested Picture Books (based on unit science & social studies GLCEs):</p> <p><u>Red, White and Blue</u>, Susan Canizares, 1998. ISBN-13: 978-0439045643</p> <p><u>Under One Rock: Bugs, Slugs, and Other Ughs</u>, Anthony D. Fredericks, 2001. ISBN-13: 978-1584690276</p> <p><u>Wonderful Worms</u>, Linda Glaser, 1994. ISBN-13: 978-1562947309</p> <p><u>The Tiny Seed</u>, Eric Carle, 1990. ISBN-13: 978-1416979173</p> <p><u>Animals and Their Babies</u>, Melvin Berger, 1993. ISBN-13: 978-1567840056</p> <p><u>Flotsam</u>, David Wiesner, 2006. ISBN-13:</p>

<p>R.AT.00.01 Become enthusiastic about reading and learning how to read.</p> <p>R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.</p>	<p>How do you feel about reading?</p>			
<p style="text-align: center;">WRITING <i>Writing Genre</i></p> <p>W.GN.00.03 Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.</p>	<p>Why do we need informational texts?</p>	<p>Write a fact book about one of the animals, people, or plants you read about.</p>		<p>Suggested books for Informational Piece: <u>A Day in the Life of a Firefighter</u>, Linda Hayward, 2001. ISBN-13: 978-078947365 <u>Actual Size</u>, Steve Jenkins, 2004. ISBN-13 978-0618375943 <u>What Do You Do When Something Wants To Eat You?</u> Steve Jenkins, 2001. ISBN-13: 978-0618152438 <u>The Tiny Seed</u>. Eric Carle. 2005. ISBN-10 1416941126 http://carlscorner.us.com/Write.htm Use 1st grade writer’s workshop checklists and others. Maybe easily brought down to their level.</p>
<p style="text-align: center;"><i>Writing Process</i></p> <p>W.PR.00.01 With teacher assistance, consider the audience’s reaction as they plan narrative or informational writing.</p> <p>W.PR.00.02 Brainstorm to generate and structure</p>	<p>Why do we need to take the audience into consideration when writing informational text?</p>	<p>http://web.rbe.sk.ca/assessment/Rubrics/#kindergarten Kindergarten Rubric for Emergent Reading and</p>		

<p>ideas for narrative or informational writing.</p> <p>W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings.</p> <p>W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.</p>	<p>What are some ways you can revise your writing?</p>	<p>Writing</p>		
<p>Personal Style</p> <p>W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).</p>	<p>How can you make your informational writing original?</p>			
<p>Spelling</p> <p>W.SP.00.01 In the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.</p>		<p>Look for frequently used words in students' journals.</p>	<p>Personal words</p>	
<p>Handwriting</p> <p>W.HW.00.01 Form upper and lowercase manuscript letters.</p> <p>W.HW.00.02 Leave space between words and word-like clusters of letters.</p> <p>W.HW.00.03 Write from left to right and top to bottom.</p>	<p>Why do we need uppercase and lowercase letters?</p> <p>Why is it important to leave spaces between words and word-like clusters of letters?</p> <p>Why do we write from left to right and top to bottom?</p>	<p>http://www.oklahomahomeschool.com/PreKKAssess.html</p>		

Writing Attitude W.AT.00.01 Be enthusiastic about writing and learning to write.				
SPEAKING Conventions S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations. S.CN.00.04 Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group members.	What is the difference between classroom language and playground language?	Present animal or plant fact book from above.		
Discourse S.DS.00.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses literature discussions, paired conversations, or other interactions. S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.			Conversation	
LISTENING Conventions L.CN.00.02 Ask appropriate questions during a	What is an appropriate	Have students ask	question	

<p>presentation or report.</p> <p>L.CN.00.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.</p>	<p>question?</p> <p>How do you show a speaker that you're listening?</p>	<p>relevant questions during animal or plant presentations.</p>		
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**ELA Pacing Guide
Kindergarten**

Time Frame: mid March – June

Unit 4: My Earth

Genres: Song (narrative reading), **Research Project** (informational writing)

Processes, Content Statements & Expectations (Disciplinary Knowledge)	Essential Questions	Assessment	Vocabulary	Resources
<p align="center">READING WORD RECOGNITION AND WORD STUDY <i>Phonemic Awareness</i></p> <p>R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.</p>		<p>MLPP assessments (phonics and phonemic awareness)</p> <p>DIBELS</p> <p>Phonemic Awareness http://tinyurl.com/ygowqz</p>		
<p align="center"><i>Phonics</i></p> <p>R.WS.00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p> <p>R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.</p>		<p>Cover words in stories and have students predict what the missing word is</p>	<p>syllable</p>	
<p align="center"><i>Word Recognition</i></p> <p>R.WS.00.05 Automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.</p> <p>R.WS.00.06 Make progress in automatically recognizing a few of the 220 Dolch basic sight words.</p>		<p>Show flash cards or point to words on word wall and have students identify words.</p> <p>Flash cards and check-off sheet with the Dolch words.</p>		<p>http://www.mrcpl.org/literacy/lessons/sight/index.html Sight word online games</p>

<p>R.WS.00.07 Follow familiar written text while pointing to matching words.</p> <p>R.WS.00.08 Narrow possibilities in predicting words using initial letters/sounds (phonics), pattern of language (syntactic), and picture clues (semantic).</p> <p>R.WS.00.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>		MMLP	Predicting Initial Patterns Picture clues oral	
<p style="text-align: center;"><i>Vocabulary</i></p> <p>R.WS.00.10 In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction and other people.</p>				
<p style="text-align: center;"><i>Fluency</i></p> <p>R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.</p>				
<p style="text-align: center;">NARRATIVE TEXT</p> <p>R.NT.00.01 Become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p> <p>R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories,</p>	What is a song?	Create a class song	song	<p>Songs: <u>Down by the Bay (Raffi Songs to Read)</u>, Raffi, 1988. ISBN-13: 978-0517566459 <u>The Wheels on the School Bus</u>, Mary-Alic Moore, 2006. ISBN-13: 978-0060594275 <u>Five Little Ducks (Raffi Songs to Read)</u>, Raffi, 1992. ISBN-13: 978-0517583609</p>

<p>nursery rhymes, poetry, and songs.</p> <p>R.NT.00.03 Discuss setting, characters, and events in narrative text.</p> <p>R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations support the understanding of setting and characters</p> <p>R.NT.00.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>How does this song relate to your life?</p>		<p>relate</p>	<p><u>This Land Is Your Land</u>, Woody Guthrie, 2002. ISBN-13: 978-0316065641</p> <p><u>Miss Mary Mack: A Hand-Clapping Rhyme</u>, Mary Ann Hoberman, 2003. ISBN-13: 978-0316076142</p> <p><u>The Eensy-Weensy Spider</u>, Mary Ann Hoberman, 2004. ISBN-13: 978-0316734127</p> <p><u>There Was an Old Lady Who Swallowed a Fly</u>, Simms Taback, 1997. ISBN-13: 978-0670869398</p> <p><u>Take Me Out of the Bath Tub and Other Silly Dilly Songs</u>, Alan Katz, 2001. ISBN-13: 978-0689829031</p> <p><u>Five Little Monkeys Jumping on the Bed</u>, Eileen Christelow, 2006. ISBN-13: 978-0618836826</p> <p><u>Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name</u>, Tedd Arnold, 2004. ISBN-13: 978-0590109949</p>
<p style="text-align: center;">INFORMATIONAL TEXT</p> <p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.</p> <p>R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential.</p>	<p>What is environmental text?</p> <p>What are the different</p>	<p>Create a class logo or sign.</p>	<p>environmental</p>	<p>Books:</p> <p><u>I Read Symbols</u>, Tana Hoben, 1999. ISBN-13: 978-0688166960</p> <p><u>One White Wishing Stone</u>, Doris Gayzagian, 2006. ISBN-13: 978-0792251101</p> <p><u>The Deep Blue Sea: A Book of Colors</u>,</p>

<p>R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.</p> <p>R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p>	<p>text patterns in informational texts?</p> <p>Why is it important to look at the illustrations/pictures in an environmental text</p>	<p>Have students draw pictures to go along with class sign/logo (e.g. animal).</p>	<p>patterns informational illustrations</p>	<p>Audrey Wood, 2005. ISBN-13: 978-0439753821</p> <p><u>Cubes, Cones, Cylinders, & Spheres</u>, Tana Hoban, 2000. ISBN-13: 978-0688153250</p> <p><u>M is for Mitten: A Michigan Alphabet</u>, Annie Appleford, 1999. ISBN-13: 978-1886947733</p> <p><u>ABC Letters in the Library</u>, Bonnie Farmer, 2005. ISBN-13: 978-1897073193</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.00.01 Begin to make text-to-self and text-to-text comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <p>R.CM.00.02 Retell up to three events from familiar text using their own words or phrasing.</p> <p>R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.</p> <p>R.CM.0.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>How does this text relate to your life?</p> <p>What was this environmental text about?</p> <p>How does this relate to other stories you have heard?</p>	<p>Have students point out environmental print in the community.</p>	<p>Relate Text Text-to-text Text-to-self</p> <p>Environmental</p> <p>Relate text</p>	
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.00.01 Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.</p>	<p>What are the strategies you use to comprehend a text?</p>		<p>Strategies Comprehend</p>	

R.MT.00.02 Construct and convey meaning using strategies including story grammar to identify the author’s perspective (e.g., first, second, and third person) and sorting and ordering information.	What person is this being written in? (first, second, third)		Written First person Second person Third person	
CRITICAL STANDARDS R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision.	What are the different ways to identify good writing?		Identify	
READING ATTITUDE R.AT.00.01 Become enthusiastic about reading and learning how to read. R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.	How do you feel about reading?		enthusiastic	
WRITING Writing Genre W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including gather information from teacher-selected resources and using the writing process to develop the project.	How do we write a research project? What do we need to have in a research project?	(Matched with Science, Unit 3) Create a page for a class book describing and comparing the results when water is mixed with different earth materials. Create a chart or graph.	research project question hypothesis	Books for writing a class research project (based on unit science GLCEs): <u>Everybody Needs a Rock</u> , Byrd Baylor, 1985. ISBN-13: 978-1416953975 <u>Let’s Look at Rocks</u> , Jeri Cipriano, 2003. ISBN-13: 978-0736828970 <u>Dirt: The Scoop on Soil</u> , Natalie M. Rosinsky, 2002. ISBN-13: 978-140480331 <u>If You Find a Rock</u> , Peggy Christian, 2000 ISBN-13: 978-0152063542
Writing Process W.PR.00.01 With teacher assistance, consider the audience’s reaction as they plan narrative or	Why is it important to take the audience into consideration when		Informational Audience	

<p>informational writing.</p> <p>W.PR.00.02 Brainstorm to generate and structure ideas for narrative or informational writing.</p> <p>W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings.</p> <p>W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.</p>	<p>writing? What are the different ways to brainstorm ideas?</p> <p>Why is it important to revise your writing?</p> <p>Why is it important to develop originality in informational writing?</p>	<p>Create a factual class book.</p>	<p>Consideration brainstorm</p> <p>Revise Informational</p> <p>Develop Originality informational</p>	<p>http://tinyurl.com/yj8nwju - Writing Assessment</p>
<p>Personal Style</p> <p>W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).</p>	<p>How can you write words that you are not familiar with?</p>		<p>Familiar informational</p>	
<p>Spelling</p> <p>W.SP.00.02 In the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).</p>				<p>www.starfall.com – Read stories online or have them read to you</p>
<p>Handwriting</p> <p>W.HW.00.01 Form upper and lowercase manuscript letters.</p> <p>W.HW.00.02 Leave space between words and word-like clusters of letters.</p> <p>W.HW.00.03 Write from left to right and top to bottom.</p>	<p>Why is it important to leave spaces between words and word-like clusters?</p>	<p>http://tinyurl.com/ygrw99</p>	<p>Spaces Word-like clusters</p>	
<p>Writing Attitude</p>				

<p>W.AT.00.01 Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING Conventions</p> <p>S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p> <p>S.CN.00.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Why is it important to change the way you communicate based on your audience?</p> <p>Why is it important to stay on topic in a conversation?</p>	<p>Do a “How To” presentation, describing to others what steps to take to complete a particular task. (Use the class research project as a base.)</p>	<p>Communicate Audience</p> <p>Topic conversation</p>	
<p style="text-align: center;">Discourse</p> <p>S.DS.00.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses literature discussions, paired conversations, or other interactions.</p> <p>S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>S.DS.00.04 Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.</p>	<p>How does these texts relate to your life or to another story you read? What makes a good presenter?</p>	<p>Present your page from the class factual book.</p>	<p>Relate</p> <p>presenter</p>	
<p style="text-align: center;">LISTENING Conventions</p> <p>L.CN.00.04 Begin to evaluate messages they experience, learning to differentiate between sender and receiver.</p>				

<p><i>Response</i> L.RP.00.02 Listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>What do you think a contemporary text is?</p>		<p>contemporary</p>	
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