

Kindergarten Literacy Pacing Guide

1st Nine Weeks	
Comprehension	
With prompting and support, answer questions about key details in a text.*	RL.K.1
With prompting and support, identify characters , settings, and major events in a story.**	RL.K.3
Recognize common types of texts (e.g., storybooks). *	RL.K.5
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.K.6
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).	RL.K.7
Actively engage in-group reading activities with purpose and understanding.	RL.K.10
With prompting and support, ask and answer questions about key details in a text.	RI.K.1
Identify the front cover, back cover, and title page of a book.	RI.K.5
Actively engage in-group reading activities with purpose and understanding.	RI.K.10
Concepts of Print	
Follow words from left to right, top to bottom, and page- by-page.	RF.K.1a
Recognize and name all upper-and lowercase letters of the alphabet.	RF.K.1d
Phonological Awareness	
Recognize rhyming words. *	RF.K.2a
Count syllables in spoken words.*	RF.K.2b
Isolate and pronounce the initial (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*	RF.K.2d
Phonics and Word Recognition	
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	RF.K.3a
Read common high-frequency words by sight (e.g., Fry Sight Words 20 words)*.	RF.K.3c
Writing	
Use a combination of drawing and dictating 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.*	W.K.3
Speaking and Listening	
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	SL.K.1a
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.4
Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.5
Speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6

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Language	
Print many upper-and lowercase letters.	L.K.1a
Use frequently occurring nouns and verbs. (when speaking)*	L.K.1b
Produce and expand complete sentences in shared language activities.	L.K.1f
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.K.5a
Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.K.5c
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.6

**Denotes nonnegotiable and partial standard to allow for the development of concept(s).*

Informational standards should be taught through science and social studies text.

Making Meaning – Unit 1 (6 Weeks), Unit 2 (3 Weeks)

*** Must directly teach characters, setting, problem, and solution. Making Meaning provides instruction at the analysis level and assumes students have already been taught.*

Being A Writer - The Writing Community (4 Weeks), Getting Ideas (3 Weeks)

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2nd Nine Weeks	
Comprehension	
With prompting and support, ask and answer questions about key details in a text.	RL.K.1
With prompting and support, retell familiar stories, including key details.	RL.K.2
With prompting and support, identify characters, settings , and major events in a story.	RL.K.3
Recognize common types of texts (e.g., storybooks, poems).	RL.K.5
With prompting and support, ask and answer questions about key details in a text. **	RI.K.1
With prompting and support, identify the main topic and retell key details of a text.**	RI.K.2
Concepts of Print	
Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1b
Understand that words are separated by spaces in print.	RF.K.1c
Phonological Awareness	
Recognize and produce rhyming words.	RF.K.2a
Count, blend, and segment syllables in spoken words. *	RF.K.2b
Isolate and pronounce the initial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 1(This does not include CVCs ending with /l/, /r/, or /x/.)*	RF.K.2d
Phonics & Word Recognition	
Associate short sounds with the common spellings (graphemes) for the five major vowels.*	RF.K.3b
Read common high-frequency words by sight (25 words)	RF.K.3c
Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (-at, -et, -in, -ot, up)	RF.K.3d
Fluency	
Read emergent-reader texts with purpose and understanding. (Level A)	RF.K.4
Writing	
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.	W.K.3
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5
Speaking and Listening	
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.	SL.K.2
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.K.3

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Language	
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.K.1c
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e
Capitalize the first word in a sentence and the pronoun I.	L.K.2a
Recognize and name end punctuation.	L.K.2b
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2c
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.K.2d
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.5b

* Partial Standards

**Teach informational standards through science and social studies text.

Making Meaning - Unit (3 Weeks), Unit (3 Weeks)

Being A Writer - Getting Ideas (7 Weeks)

Word Families: -at, -et, -in, -ot, -up

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3rd Nine Weeks	
Comprehension	
With prompting and support, ask and answer questions about key details in a text.	RL.K.1
Ask and answer questions about unknown words in a text.	RL.K.4
With prompting and support, identify the main topic and retell key details of a text.	RI.K.2
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
With prompting and support, ask and answer questions about unknown words in a text.	RI.K.4
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.K.6
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).	RI.K.7
With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.8
Concepts of Print	
Demonstrate understanding have the organization and basic features of print.	RF.K.1
Phonological Awareness	
Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2b
Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 1(This does not include CVCs ending with /l/, /r/, or /x/.)	RF.K.2d
Phonics and Word Recognition	
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.* (long vowels)	RF.K.3b
Read common high-frequency words by sight (30 Words).	RF.K.3c
Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (-an, -en, -it, -op, -ut)	RF.K.3d
Fluency	
Read emergent-reader texts with purpose and understanding. (Level B)	RF.K.4

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Writing	
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...).	W.K.1
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.	W.K.2
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.K.6
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.K.7
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8
Speaking and Listening	
Continue a conversation through multiple exchanges.	SL.K.1b
Language	
Use frequently occurring nouns and verbs.	L.K.1b
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.K.1d
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.K.4a
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.K.5d

Making Meaning - Unit 4 (3 Weeks), Unit 5 (3 Weeks), Unit 5 (4 Weeks)

Being A Writer - Telling More (4 Weeks), Just the Facts (3 Weeks)

Word Families: -an, -en, -it, -op, -ut

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4th Nine Weeks	
Comprehension	
With prompting and support, ask and answer questions about key details in a text.	RL.K.1
With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
With prompting and support, ask and answer questions about unknown words in a text.	RL.K.4
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.9
With prompting and support, ask and answer questions about key details in a text.	RI.K.1
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.8
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9
Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c
Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (-ake, -ike, -ay)	RF.K.3d
Fluency	
Read emergent-reader texts with purpose and understanding. (Level C)	RF.K.4
Writing	
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...).	W.K.1
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.	WK.2
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.	WK.3
Speaking and Listening	
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.K.1
Produce complete sentences when appropriate to task and situation.	SL.K.6

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Language	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.	L.K.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L.K.4
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, r-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.K.4b
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	L.K.5

Making Meaning - Unit 7 (3 Weeks), Unit 8 (4 Weeks), Unit 9 (1 Week)

Being A Writer - Exploring Worlds the Poetry (3 Weeks), Opinion Writing (2 Weeks), Revisiting the Writing Community (1 Week)

Word Families: -ake, -ike, -ay