

# Franklin County: Kindergarten

## ELA Curriculum Map and Pacing Guide 2018-2019

Quarter	Standards (Priority Standards are highlighted)
<b>1<sup>st</sup> Quarter</b>	<p><b>RL6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL7:</b> With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text)</p> <p><b>RI5:</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI7:</b> With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p><b>*RF1:</b> Demonstrate understanding of the organization and basic features of print. (Benchmark a-d)</p> <p>*a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>*b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>*c. Understand that words are separated by spaces in print.</p> <p>*d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p><b>RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. (Intro. Assess qtr. 4)</p> <p><b>RF4:</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding. (Intro. Assess qtr. 4)</p> <p><b>W3:</b> 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. (Intro. Assess qtr. 4)</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. (Intro. Assess qtr. 4)</p> <p><b>*L5:</b> With guidance and support from adults, explore word relationships and nuances in word meanings. (Benchmark)</p>

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	<p>*a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (Benchmark)</p>
<p><b>2<sup>nd</sup> Quarter</b></p>	<p><b>RL1:</b> With prompting and support, ask and answer questions about key details in a text. (Benchmark)</p> <p><b>RL2:</b> With prompting and support, retell familiar stories, including key details. (Benchmark)</p> <p><b>RL3:</b> With prompting and support, identify characters, settings, and major events in a story. (Benchmark)</p> <p><b>RL4/RI4:</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RL5:</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Benchmark)</p> <p><b>RL10/RI10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RF2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  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/.) (Intro. Assess qtr. 4)</p> <p><b>W3:</b> 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. (Benchmark)</p> <p><b>SL1:</b> 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.</p> <p><b>SL2:</b> Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>

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	<p><b>SL3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. (Assess in qtr. 4)</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (INTRO.) a. Capitalize the first word in a sentence and the pronoun I. (Intro.) b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Intro.) d. Spell simple words phonetically, drawing on knowledge of sound/letter relationships. (Intro.)</p> <p><b>RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. (BENCHMARK)</p> <p><b>RF4:</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding. (Assess in qtr. 4)</p>
<b>3<sup>rd</sup> Quarter</b>	
<b>3<sup>rd</sup> Quarter</b>	<p><b>RI1:</b> With prompting and support, ask and answer questions about key details in a text. (BENCHMARK)</p> <p><b>RI2:</b> With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). (BENCHMARK)</p> <p><b>RI3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (BENCHMARK)</p> <p><b>RI8:</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (BENCHMARK)</p> <p><b>RI10:</b> Actively engage in group reading of informational text with purpose and understanding</p> <p><b>RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one syllable words to</p>

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	<p>make new words. (qtr 4 benchmark)</p> <p><b>RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. b. Demonstrate basic knowledge of long and short sounds for the given major vowels. (qtr. 4 benchmark)</p> <p><b>W2:</b> 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. (qtr. 4 benchmark)</p> <p><b>SL4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (qtr. 4 benchmark) a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><b>L4:</b> With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).</p> <p><b>RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. (qtr. 4 benchmark)</p> <p><b>RF4:</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding. (qtr. 4 benchmark)</p>
<p><b>4<sup>th</sup> Quarter</b></p>	<p><b>RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b>*W1:</b> 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...).</p> <p><b>W5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W6:</b> With guidance and support from adults, use a variety of tools to produce and</p>

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publish writing, including digital tools in collaboration with peers.

**W7:** With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL6:** Speak audibly and express thoughts, feelings, and ideas clearly.

**\*L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Benchmark)

**\*a.** Print many upper- and lowercase letters.

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Produce and expand complete sentences in shared language activities.

**\*L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Benchmark a, c, d)

**\*a.** Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

**\*c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**\*d.** Spell simple words phonetically, drawing on knowledge of sound/letter relationships.

**L4:** With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. 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.

**L5:** With guidance and support from adults, explore word relationships and nuances in word meanings.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).\*

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**\*L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Benchmark)

**\*RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**\*a.** Demonstrate basic knowledge of one to one letter-sound correspondences for

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	<p>each consonant. (Benchmark)</p> <p><b>RF4:</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding. (Benchmark)</p>
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