

First 9-Weeks: English Standards Pacing at a Glance

Grade K

Phonemic Principles (K.4) b, e, f	Concepts of Print (K.5) a, b, c, d Phonics/Decoding (K.7) a	Comprehension Fiction (K.9) b, c, f	Comprehension Non-Fiction (K.10) a	Vocabulary (K.2) a, b, c, d, e, g (K.8) a, b Fluency	Independent Writing Genre Target: Fiction (Draw and Write) about Stories; Nonfiction (Draw and Write) about Concepts	
					Composition (K.12) a, b	Usage & Mechanics (K.11) a (K.13)
<p>Phonemic Awareness Identify and produce words that rhyme Identify rhyming pairs with pictures and orally Identify beginning sound of spoken words Identify words with shared beginning sound Segment one-syllable words <u>Example:</u> K - A - T Begin to identify words in spoken sentence</p>	<p>Concepts of Print <u>Develops Orientation of Print Materials:</u> Holds in Correct Position, Identifies Front and Back Covers, Distinguishes between Pictures and Print, Begins to Track Print (left to right/top to bottom) <u>Beginning to Develop Concept of Sentence:</u> Begins with Capital Letter, Space Between Words, Ends with Period</p> <p>Print Conveys Meaning Explains Meaning of signs and logos and own drawing Reads: Name and common sight words</p> <p>Match Sound to Print Beginning sound /s/ with initial consonant Ss Beginning sound /m/ with initial consonant Mm Beginning sound /r/ with initial consonant Rr</p> <p>Phonics Focus Identify and Name Upper and Lower Case Letters Match Upper and Lower Case Letter Pairs (e.g., Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh)</p>	<p>Listening Genre Targets Realistic Fiction & Fantasy including Traditional Tales Story Vocabulary: <i>title, beginning/end</i> Make Connections in Texts Read by Adult: Text-Self and Text to Text Fantasy/Realistic: Distinguish silly stories from those that could happen Make Predictions using pictures and use story to Confirm Predictions Retell story using pictures Give a personal response</p> <p>Comprehension Skills Answer Right There questions (who and what questions) Begin to explain why Identify how stories are the same or different Begin to summarize/tell what happens in own words Sequence Events</p> <p>Contribute to Class Graphic Organizers Beginning/Middle/End <u>Story Map</u> of Events</p>	<p>Listening Genre Targets: Concept Books & Informational Texts Understand difference between Nonfiction and Fiction Note details in pictures Make and Explain Predictions using Text Features: Title and Pictures Make Predictions based on what has been read Make connections to previous knowledge Give a personal response</p> <p>Comprehension Skills Identify Topic Summarize using pictures Answer Right There questions (who and what questions) Note Important Details Sequence Events</p> <p>Contribute to Class Graphic Organizers Categorizing/Classifying <u>Chart</u> (may use pictures)</p>	<p>Oral Vocabulary Sorts objects and pictures into categories <u>Developing Oral Vocabulary:</u> Words for Numbers, to Name and Describe People, Places, Things, to Name Location, Size, Color, and Shape, to Name and Describe Actions, for Content Vocabulary and from What is Read <u>Developing Oral Language Arts</u> <u>Academic Vocabulary:</u> fiction, story, character; nonfiction, information; sentence, period, question mark; naming word/noun; singular (one)/plural (more than one) Begin to explain how objects are alike and different</p> <p>Reference Resource Glossary in nonfiction</p> <p>Fluency with Familiar Texts Echo "reads" with fluency and expression Automatically Reads a few Sight and High Frequency Words (<i>i.e., I, see</i>)</p>	<p>Shared/Interactive Writing Write and Revise: Stories, Informational Texts that describes, Rhyme/Poem, Functional Lists & Informational Charts Independent Writing Draw a picture of personal experience/ event and write about it; Draw in response to a simple prompt/sentence starter and then write about drawing</p> <p>Writing About Reading <u>Draw to show what happens in a story</u> -- write about drawing <u>Draw a funny or important part of the story</u> -- write to explain the drawing</p> <p>Prewriting Listen to Stories Hear Professional & Peer Writing Talk about Ideas for drawing and writing Visualize based on prompt or sentence starter Draw Pictures</p>	<p>Composing Clear Topic Together picture and writing carry meaning Revises picture and/or text to add detail or make more specific</p> <p>Author's Voice Can "read" own writing</p> <p>Capitalization Beginning of Sentence Pronoun I</p> <p>Punctuation Period</p> <p>Spelling Temporary Spelling: May span Scribble Writing, Pre-Phonetic, and Emergent stages Classroom Resources e.g., Word Wall Beginning to match letter to initial sounds</p> <p>Student Developmental Spelling Level Study Based on <u>Words Their Way</u> and <u>Word Journeys</u></p> <p>Handwriting Letter Formation Number Formation Print First Name Appropriate Pencil Grip</p> <p>Word Processing Scope and Sequence Skills</p>

Second 9-Weeks: English Standards Pacing at a Glance

Grade K

Phonemic Principles (K.4) a, b, d, e	Concepts of Print (K.5) a, e Phonics/Decoding (K.7) a, b, d	Comprehension Fiction (K.9) b, c, d, f, g	Comprehension Non-Fiction (K.10) a, b	Vocabulary (K.2) a, g (K.8) a, b Fluency	Independent Writing Genre Target: Fiction (Draw and Write) about Stories; Nonfiction (Draw and Write) about Concepts	
				Composition (K.12) a, c, d		Usage & Mechanics (K.11) a, c, d (K.13)
<p>Phonemic Awareness</p> <p>Identify words that rhyme</p> <p>Discriminate between spoken sentences and words</p> <p>Orally segment spoken sentences into words</p> <p>Identify words with shared beginning sound</p> <p>Segment and blend onset and rime <u>Example:</u> P - A T</p> <p>Segment one-syllable words into sounds <u>Example:</u> P - A - T</p> <p>Blend short <i>a</i> words</p> <p>Isolate initial consonants in single-syllable words</p> <p>Blend short <i>a</i> words</p>	<p>Concepts of Print <u>Develops Orientation of Print Materials:</u> Distinguish title page from other pages</p> <p>Track Print (left to right/top to bottom)</p> <p><u>Concept of Sentence:</u> Begins with Capital Letter, Space Between Words, Ends with Period or Question Mark</p> <p>Print Conveys Meaning Explains Meaning of signs and own labels or print</p> <p>Reads: Full Name and common Sight Words</p> <p>Match Sound to Print Read meaningful, concrete words</p> <p>Match spoke words to print in familiar text</p> <p>Phonics Focus Rapidly Identify and Name Upper and Lower Case Letters</p> <p>Write Letter that Corresponds to Sound</p> <p>Consonant Review: b, m, n, r, s, t</p> <p>Consonant Focus: h, v, c; p, g, f</p> <p>Vowel focus: short a words</p>	<p>Listening Genre Targets Realistic Fiction & Fantasy including Traditional Tales</p> <p>Story Vocabulary: <i>title page, character, event, setting</i></p> <p>Story Structure: <i>beginning/middle/end</i></p> <p>Make Connections in Texts</p> <p>Read by Adult: Text-Self and Text to Text</p> <p>Fantasy/Realistic: Distinguish silly stories from those that could happen</p> <p>Make and Explain Predictions: use pictures and story to Confirm Predictions</p> <p>Retell story using pictures</p> <p>Give a personal response</p> <p>Comprehension Skills</p> <p>Answer Questions: Who, Why, What, Where, When, How</p> <p>Explain how characters are alike and different</p> <p>Identify how stories are the same or different</p> <p>Begin to summarize/tell what happens in own words</p> <p>Sequence Events</p> <p>Discuss characters, events, and setting</p> <p>Contribute to Class Graphic Organizers</p> <p>Beginning/Middle/End <u>Story Map</u> of Events</p> <p><u>Cluster/Bubble Mat</u> to Describe Person, Place, or Thing</p>	<p>Listening Genre Targets:</p> <p>Concept Books & Informational Texts</p> <p>Understand difference between Nonfiction and Fiction</p> <p>Note details in pictures</p> <p>Make and Explain Predictions using Text Features: Title, Headings, and Pictures</p> <p>Make Predictions based on what has been read</p> <p>Make connections to previous knowledge</p> <p>Give a personal response</p> <p>Comprehension Skills</p> <p>Identify Topic</p> <p>Summarize using pictures</p> <p>Answer Questions: Who, Why, What, Where, When, How</p> <p>Note Important Details</p> <p>Sequence Events</p> <p>Discuss simple facts and information</p> <p>Contribute to Class Graphic Organizers</p> <p>Categorizing/<u>Classifying Chart</u></p>	<p>Oral Vocabulary <u>Categorizes Words</u> for Numbers, to Name and Describe People, Places, Things, to Name Location, Size, Color, and Shape, to Name and Describe Actions</p> <p>Developing Vocabulary from Content and What is Read</p> <p><u>Developing Oral Language Arts Academic Vocabulary:</u></p> <p>Genre: fiction, story (beginning, middle, end), character; nonfiction, information, glossary</p> <p>Concept of Print: sentence, period, question mark;</p> <p>Grammar: naming word/noun; singular (one)/plural (more than one)</p> <p>Question words: who, what, where, when, why, how</p> <p>Explains how objects are alike and different</p> <p>Fluency with Familiar Texts</p> <p>Echo "reads" with fluency and expression</p> <p>Automatically Reads a few Sight/High Frequency Words</p>	<p>Shared/Interactive Writing</p> <p>Write and Revise: Stories, Informational Texts that describes, Rhyme/Poem, Functional Lists & Informational Charts/Tables, Letter</p> <p>Independent Writing</p> <p>Draw a picture of personal experience/ event and write about it;</p> <p>Draw in response to a simple prompt/sentence starter and then write about drawing</p> <p>Writing About Reading</p> <p>Draw to represent characters and/or actions in a story -- write about drawing</p> <p>Draw to represent information from nonfiction text -- write to explain the drawing</p> <p>Prewriting</p> <p>Listen to Stories</p> <p>Hear Professional & Peer Writing</p> <p>Talk about Ideas for drawing and writing</p> <p>Visualize based on prompt or sentence starter</p> <p>Draw Pictures</p>	<p>Composing</p> <p>Clear Topic</p> <p>Together picture and writing carry meaning</p> <p>Revises picture and/or text to add detail or make more specific</p> <p>Author's Voice</p> <p>Can "read" own writing</p> <p>Capitalization</p> <p>Beginning of Sentence</p> <p>Pronoun I</p> <p>Punctuation</p> <p>Period, Question Mark</p> <p>Spelling</p> <p>Temporary Spelling: May span Scribble Writing, Pre-Phonetic, and Emergent stages</p> <p>Classroom Resources e.g., Word Wall</p> <p>Beginning to match letter to initial sounds</p> <p>Student Developmental Spelling Level Study</p> <p>Based on <u>Words Their Way</u> and <u>Word Journeys</u></p> <p>Handwriting</p> <p>Letter Formation</p> <p>Number Formation</p> <p>Print First & Last Name</p> <p>Appropriate Pencil Grip</p> <p>Word Processing</p> <p><u>Scope and Sequence Skills</u></p>

Third 9-Weeks: English Standards Pacing at a Glance

Grade K

Phonemic Principles (K.4) a, b, d, e	Concepts of Print (K.5) c, e + (K.9) a Phonics/Decoding (K.7) a, b, d	Comprehension Fiction (K.9) b, c, d, e, f, g	Comprehension Non-Fiction (K.10) a, b	Vocabulary (K.2) c, d, e (K.8) a Fluency	Independent Writing Genre Target: Nonfiction (Draw and Write) Description, Explanation, Information	
					Composition (K.12) a, b, c, d; (K.6) c	Usage & Mechanics (K.11) a (K.13)
<p>Phonemic Awareness Blend Phonemes Example Set 1: /m/ ě/ /t/ (met) /ā/ /t/ (ate) /m/ /ā/ /d/ (made) Example Set 2: /l/ i/ /k/ (like) (snow), (look), (and) Example Set 3: /r/ ā / /n/ (rain), (sun), (melt)</p> <p>Segment Phonemes Example Set 1: (lake) /l/ā/k/ Example Set 2: (make) /m//ā/ /k/; (light), (look), (like) Example Set 3: (rain) /r/ā/n/; (sun), (hot), (snow)</p> <p>Blend and Segment Phonemes Example Set 1: /p/ ĩ/ /g/ (pig) (home), (fat), (bun) Example Set 2: (up), (stop), (go), (van), (bus); (bike), (boat), (jet), (plane) Example Set 3: (dog), (cat), (hat), (got)</p> <p>Blend and Segment Phonemes Examples: /r/ ũ/ /g/ (rug) (sand), (beach), (fun), (dog)</p> <p>Phoneme Substitution Example Set 1: Take away /r/, What's left? /ug/; Add /m/ to /ug/, What's new word? Example Set 2: (roof), (bed), (sofa), (step), (lamp)</p> <p>Phoneme Substitution Change beginning of <i>cat</i> and other words; new words may be nonsense words</p>	<p>Concepts of Print <u>Directionality</u>/Tracking Sentence and Return Sweep <u>Word Boundary</u> <u>Punctuation</u>: Period, Question Mark, Quotation Marks <u>Print/Pictures</u>: Identify what author does and what illustrator does</p> <p>Read and explain own writing and common labels/signs</p> <p>Match Sound to Print Secure identification of letter for each letter- sound, including short vowel sounds a, o, i</p> <p>Phonics Focus <u>Initial consonants</u>: l, k, q; d, z; t, k, n, f, h <u>Final consonants</u>: x</p> <p><u>Blend Words with Short Vowel</u>: a, e, and u</p> <p>Decoding Strategy Look at Word Look for Word Parts Think about Letter Sounds Blend the Sounds Check: Does it make sense? Is it a word I know?</p> <p>Reread & Self-Correct Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right?</p>	<p>Genre Targets Realistic Fiction & Fantasy including Traditional Tales <u>Story Vocabulary</u>: Character, Setting, and Plot (events); Title; Title Page Real vs. Make Believe/ Fantasy Make Connections: Text-Self, Text-Text <u>Story Structure</u>: Beginning, Middle, End <u>Make Predictions</u> using pictures and use story to Confirm Predictions <u>Retell events</u> <u>Express Opinions</u>: about pictures/what they show; lesson learned by character</p> <p>Comprehension Skills <u>Monitor</u> <u>Comprehension</u>: Reread to clarify understanding <u>Sequence Events</u> <u>Ask and Answer</u> Who, What, Where, When, Why, How Questions <u>Note Important Details</u> <u>Draw Conclusions</u> using pictures <u>Identify Cause & Effect</u> <u>Compare and Contrast</u></p> <p>Graphic Organizers <u>Story Map of Events</u> <u>Venn Diagram</u></p>	<p>Genre Targets Concept Books & Informational Texts Difference between Nonfiction and Fiction Preview and Make Predictions using Text Features: Title, Headings, Pictures Make Connections: Text-Self, Text-Text Identify Topic/Main Idea Summarize using pictures Evaluate of Information</p> <p>Comprehension Skills <u>Monitor</u>: Reread to clarify understanding <u>Locate Information</u> <u>Categorize/Classify</u> information <u>Note Important Details</u> <u>Gather Information</u> <u>Make Inferences and Draw Conclusions</u> using pictures <u>Sequence Events</u> <u>Ask and Answer</u> Who, What, Where, When, Why, How Questions <u>Explain Cause & Effect</u></p> <p>Summarize Using Graphic Organizers Categorizing/Classifying <u>Chart</u> (may use pictures) <u>Comparison Chart</u>: Information/Features, may use pictures <u>Venn Diagram</u>: compare information from 2 books</p>	<p>Oral Vocabulary <u>Developing Oral</u> <u>Language Arts</u> <u>Academic Vocabulary</u>: Genre: fiction, story (beginning, middle, end), character; nonfiction, information, glossary Concept of Print: sentence, period, question mark; Grammar: naming word/noun; singular/plural <u>Develop Oral</u> <u>Vocabulary</u>: Words to Describe and Name Feelings, Seasons, Places, Objects, Classroom Items , Animals, Actions</p> <p>Written Vocabulary <u>High Frequency</u> <u>Words</u>/Grade Sight Words</p> <p>Fluency with Familiar Texts Automatically Read familiar Sight and High Frequency Words Use End Punctuation to guide reading</p> <p>Spelling Student Developmental Level Based on <u>Words</u> <u>Their Way and Word</u> <u>Journeys</u></p>	<p>Shared/Interactive Writing Write and Revise: Stories, Informational Texts, Rhyme/Poem, Functional Lists & Informational Charts</p> <p>Independent Writing Draw a picture of personal experience/event and write about it; Draw and write a page for a class informational book/Make own informational book; Draw in response to a prompt and then write about drawing; Draw and write science observations</p> <p>Writing About Reading <u>Draw to show how a character feels</u> -- write about drawing or write a speech bubble to show feelings <u>Draw a funny or important part of the story</u> -- write to explain the drawing</p> <p>Prewriting Hear Professional & Peer Writing Talk about Ideas for drawing and writing Draw Pictures Orally List Ideas Talk with peer</p>	<p>Composing Clear Topic Sense of sequence, use of order words Facts or information is ordered Together picture and writing carry meaning Revises picture and/or text to add detail or make more specific</p> <p>Author's Voice Natural Sounding Some interesting word choice</p> <p>Capitalization Beginning of Sentence Pronoun I</p> <p>Punctuation Period & Question Mark Exclamation Mark</p> <p>Sentences Complete Sentences</p> <p>Spelling Picture Dictionary Familiar High Frequency Words Phonetic Spelling for unknown words Classroom resources</p> <p>Handwriting Letter Formation Word Spacing Left to Right/Top to Bottom</p> <p>Word Processing Scope and Sequence Skills</p>

Fourth 9-Weeks: English Standards Pacing at a Glance

Grade K

Phonemic Principles (K.4) a, c, d	Concepts of Print (K.5) b, c, d, e Phonics/Decoding (K.7) b, c, d	Comprehension Fiction (K.9) b, c, d, e, f, g	Comprehension Non-Fiction (K.10) a, b	Vocabulary (K.2) c, d, e (K.8) a	Independent Writing Genre Target: Nonfiction (Draw and Write) Description, Explanation, Information	
				Fluency	Composition (K.12) a, b, c, d; (K.6) c	Usage & Mechanics (K.11) a (K.13)
<p>Phonemic Awareness Clap and Count Syllables in spoken one and two syllable words/use picture cards for context/meaning <u>Example 1:</u> jog/jogging; want/wanted <u>Example 2:</u> (color words, animal words, common nouns) <u>use picture cards</u> (classroom objects) <u>Example 4:</u> words of familiar poem, first name</p> <p>Orally substitute final consonant phoneme in single-syllable words with short and long vowel sounds <u>Example 1:</u> /r/ /ă/ /n/ blend to say <u>ram</u>; substitute /t/ for /n/ /r/ /ă/ /t/ to blend to say <u>rat</u>. <u>Example 2:</u> /r/ /ō/ /z/ blend to say <u>rose</u>; substitute /p/ for /z/ to blend to say <u>rope</u>.</p> <p>Orally Delete and Substitute Example 1: /p/ ē/ /ch/ (<u>peach</u>) take away /p/ to say <u>each</u>; substitute /b/ to say <u>beach</u></p> <p>Orally substitute initial consonant phoneme in single-syllable words with short and long vowel sounds Example 1: Change /h/ in <u>hen</u> to /p/ to say <u>pen</u> Example 2: Change /m/ in <u>mean</u> to /b/ to say <u>bean</u></p>	<p>Concepts of Print <u>Directionality/Tracking Sentence:</u> Capital letter, space between words, end punctuation <u>Word Boundary:</u> first & last letter <u>Punctuation:</u> Period, Question Mark, Exclamation Point, Quotation Marks</p> <p>Match Sound to Print Secure identification of letter for each letter-sound, including short vowel sounds a, o, i</p> <p>Phonics Focus <u>Initial consonants:</u> w, y <u>Final consonants:</u> x <u>Blend Words with Short Vowel:</u> e <u>Initial consonants:</u> j, d, n, w <u>Blend Words with Short Vowel:</u> u</p> <p>Decoding Strategy Look at Word Look for Word Parts Think about Letter Sounds Blend the Sounds Check: Does it make sense? Is it a word I know?</p> <p>Reread & Self-Correct Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right?</p>	<p>Genre Targets Realistic Fiction & Fantasy including Traditional Tales Story Vocabulary: Character, Setting, and Plot (Problem & Events) Real vs. Make Believe Characteristics Make Connections: Text-Self, Text-Text Story Structure: Beginning, Middle, End Make Predictions using pictures and use story to Confirm Predictions Retell Ask and Answer Who, What, Where, When, Why, How Questions Make Judgments: about pictures/what they show; lesson learned by character</p> <p>Comprehension Skills Monitor: Reread to clarify understanding Sequence Events Note Important Details Draw Conclusions using pictures Identify Cause & Effect Gather Information Identify Main Idea Compare and Contrast</p> <p>Graphic Organizers <u>Story Map of Events</u> <u>Venn Diagram</u></p>	<p>Genre Targets Concept Books & Informational Texts Difference between Nonfiction and Fiction Preview and Make Predictions using Text Features: Title, Headings, Pictures Make Connections: Text-Self, Text-Text Identify Topic/Main Idea Summarize using pictures Ask and Answer Who, What, Where, When, Why, How Questions Evaluate of Information</p> <p>Comprehension Skills Monitor: Reread to clarify understanding Locate Information Categorize/Classify information Note Important Details Gather Information Make Inferences and Draw Conclusions using pictures Sequence Events Explain Cause & Effect</p> <p>Summarize Using Graphic Organizers Categorizing/Classifying <u>Chart</u> (may use pictures) <u>Comparison Chart:</u> Information/Features, may use pictures <u>Venn Diagram:</u> compare information from 2 books</p>	<p>Oral Vocabulary <u>Understand meaning of words</u> used in Phonemic Awareness Activities, Math, Science, and Social Studies, Fiction and Nonfiction Shared Stories <u>Develop Oral Vocabulary:</u> Words to Describe and Name Feelings, Seasons, Places, Objects, Classroom Items, Animals, Actions</p> <p>Written Vocabulary <u>High Frequency Words</u> Grade Sight Words</p> <p>Fluency with Familiar Texts Automatically Read familiar Sight and High Frequency Words Use End Punctuation to guide reading</p> <p>Spelling Build Pattern Words <u>Consonants & Rimes</u> <u>Substitute Short Vowels:</u> a, e, i, o, u</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Shared/Interactive Writing Write and Revise: Stories, Informational Texts, Rhyme/Poem, Functional Lists & Informational Charts</p> <p>Independent Writing Draw a picture of personal experience/event and write about it; Draw and write a page for a class informational book/Make own informational book; Draw in response to a prompt and then write about drawing; Draw and write science observations</p> <p>Writing About Reading <u>Draw to show how a character feels</u> -- write about drawing or write a speech bubble to show feelings <u>Draw a funny or important part of the story</u> -- write to explain the drawing</p> <p>Prewriting Hear Professional & Peer Writing Talk about Ideas for drawing and writing Draw Pictures Orally List Ideas Talk with peer</p>	<p>Composing Clear Topic Sense of sequence, use of order words Facts or information is ordered Together picture and writing carry meaning Revises picture and/or text to add detail or make more specific</p> <p>Author's Voice Natural Sounding Some interesting word choice</p> <p>Capitalization Beginning of Sentence Pronoun I</p> <p>Punctuation Period & Question Mark Exclamation Mark</p> <p>Sentences Complete Sentences</p> <p>Spelling Picture Dictionary Familiar High Frequency Words Phonetic Spelling for unknown words Classroom resources</p> <p>Handwriting Letter Formation Word Spacing Left to Right/Top to Bottom</p> <p>Word Processing <u>Scope and Sequence Skills</u></p>