

ELA Grade K Pacing Guide

Quarter 1

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in the classroom?

Weekly Tracker	Classroom Instruction
Week 1 – Week 3	<p style="text-align: center;">Reading Complex Text</p> <p>Exemplar Text: <i>Pancakes for Breakfast</i> and <i>Mix a Pancake</i> (TNSS appendix B pg. 4)</p> <ul style="list-style-type: none">Staggered Entry (Week 1) <p>Character/Setting</p> <ul style="list-style-type: none"><i>The Little School Bus</i> (Week 2)<i>Fix-It-Duck</i> (Week 3) <p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none">Participate in shared writing experiencesDraw and label picturesShort and/or daily/weekly writingIllustrate pictures in response to literature <p>Analysis</p> <p>Story Map – draw and dictate to show major events in the story. (Week 3)</p> <p>Narrative</p> <ul style="list-style-type: none">Draw, dictate/list the sequence of events in the story.Journal writingDictate/Write sentences about characters and what they did in the stories we have read.Given the topic, <i>Pancakes for Breakfast</i>, students will draw, dictate, and/or use inventive spelling to relate the topic to their life
Week 4- Week 6	<p style="text-align: center;">Reading Complex Text</p> <p>Exemplar Text: <i>Pancakes for Breakfast</i> and <i>Mix a Pancake</i> (TNSS appendix B pg. 4)</p> <p>Sequence/Classify and Categorize/Characters</p> <ul style="list-style-type: none"><i>Plaidypus Lost</i><i>Miss Bindergarten Takes a Field Trip</i><i>Julius</i> <p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none">Participate in shared writing experiencesDraw and label picturesShort and/or daily/weekly writingIllustrate pictures in response to literature

	<p>Analysis Venn Diagram comparing the story and the poem.</p> <p>Narrative</p> <ul style="list-style-type: none"> Dictate or write a sentence about a community helper. (Week 5) Given the topic, <i>Pancakes for Breakfast</i>, students will draw, dictate, and/or use inventive spelling to relate the topic to their life. <p>Research Support Integrate knowledge from sources when composing</p> <ul style="list-style-type: none"> Have the students write a letter to the woman in <i>Pancakes for Breakfast</i>. Students will dictate sentences telling the woman how and where they would get the ingredients for pancakes in their community.
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Week 7 - Week 9	<p style="text-align: center;">Reading Complex Text</p> <p>Exemplar Text: <i>Pancakes for Breakfast</i> and <i>Mix a Pancake</i> (TNSS appendix B pg. 4)</p> <p>Classify and Categorizes/Setting/Compare and Contrast/ Setting</p> <ul style="list-style-type: none"> <i>Dig, Dig, Digging</i> <i>Life in an Ocean</i> <i>Armadillo's Orange</i> <p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none"> Participate in shared writing experiences Draw and label pictures Short and/or daily/weekly writing Illustrate pictures in response to literature <p>Analysis (Inform/Explain) Story Map – draw and dictate to show major events in the story. (Week 9)</p> <p>Narrative:</p> <ul style="list-style-type: none"> List three things that can be found in the ocean (Week 8)
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For Reading and Writing in Each Module						
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	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.1.1	RL 1.2-7, 9 RI.1.2-9 SL.1.2-3	L.1.1-3, SL.1.6	L.1.4-6	SL.1.1	SL.1.4-6

	Reading: Foundational Skills					
	Phonics & Word Recognition Apply grade-level phonics and			Fluency		

	<p>word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Mm Tt Ss</p> <p>Associate the long and short sounds with the common spellings (graphemes) for the vowels. Aa</p> <p>Read common high-frequency words by sight Q1 sight words (RF.K.A-C)</p>	<p>Read emergent reader text with purpose and understanding</p> <p>Echo reading, choral reading, independent oral reading (RF.K.4)</p>
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ELA Grade K Pacing Guide

Quarter 2

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in the classroom?

Weekly Tracker	Classroom Instruction
Week 1 – Week 3	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Exemplar Text: <i>My Five Senses</i> (TNSS appendix B pg. 4)</p> <p>Main /Realism and Fantasy/Sequence</p> <ul style="list-style-type: none">• <i>Animal Babies in the Grassland</i>• <i>Bear Snores On</i>• <i>A Bed for Winter</i> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none">• Participate in shared writing experiences• Draw and label pictures• Short and/or daily/weekly writing• Illustrate pictures in response to literature <p>Analysis Complete a Bubble map. (Categorizing and Classifying) (Week 1)</p> <p>Narrative</p> <ul style="list-style-type: none">• Dictate/List daily activities• Journal writing• Dictate/Write sentences about characters and what they did in the stories we have read. (Week 2)
Week 4- Week 6	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Realism and Fantasy/ Compare and Contrast/Plot</p> <ul style="list-style-type: none">• <i>Whose Garden is It?</i>• <i>Little Panda</i>• <i>Little Quack</i> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none">• Participate in shared writing experiences• Draw and label pictures• Short and/or daily/weekly writing• Illustrate pictures in response to literature <p>Analysis Complete a Bubble map. (Categorizing and Classifying)</p> <p>Narrative Draw, dictate or write a sentence about pandas. (Week 5)</p>

Week 7 - Week 9	Reading Complex Text					
	<p>Cause and Effect/Review</p> <ul style="list-style-type: none"> • <i>See How We Grow</i> • <i>Holiday Literature</i> <p>Routine Writing</p> <ul style="list-style-type: none"> • Participate in shared writing experiences • Draw and label pictures • Short and/or daily/weekly writing • Illustrate pictures in response to literature <p>Analysis (Inform/Explain)</p> <ul style="list-style-type: none"> • Complete a Bubble map for the five senses. <p>Narrative:</p> <ul style="list-style-type: none"> • Complete the sentence frames for each of the five senses. <p>Research Support</p> <p style="padding-left: 20px;">Integrate knowledge from sources when composing</p> <ul style="list-style-type: none"> • Draw, dictate/write a story about holiday customs. Incorporate the how we experience the holiday customs through our five senses. 					

For Reading and Writing in Each Module						
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	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.1.1	RL 1.2-7, 9 RI.1.2-9 SL.1.2-3	L.1.1-3, SL.1.6	L.1.4-6	SL.1.1	SL.1.4-6

Reading Foundational Skills	
<p style="text-align: center;">Phonics & Word Recognition</p> <p style="text-align: center;">Apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center;">Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p style="text-align: center;">Pp Cc Bb Nn Rr Dd Kk</p> <p style="text-align: center;">Associate the long and short sounds with the common spellings (graphemes) for the vowels.</p> <p style="text-align: center;">ii</p> <p style="text-align: center;">Read common high-frequency words by sight</p> <p style="text-align: center;">Q3 sight words</p> <p style="text-align: center;">Distinguish between similarly spelled words by</p>	<p style="text-align: center;">Fluency</p> <p style="text-align: center;">Read emergent reader text with purpose and understanding</p> <p style="text-align: center;">Echo reading, choral reading, independent oral reading (RF.K.4)</p>

identifying the sounds of the letters that differ

(RF.K.A-D)

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ELA Grade K Pacing Guide

Quarter 3

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in the classroom?

Weekly Tracker	Classroom Instruction
Week 1 – Week 3	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Exemplar Text: <i>Frog and Toad Together</i> (TNSS appendix B pg. 4)</p> <p>Plot/ Drawing Conclusions/Main Idea</p> <ul style="list-style-type: none">• <i>Farfallina and Marcel</i>• <i>Seeds</i>• <i>Hide Clyde</i> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none">• Participate in shared writing experiences• Draw and label pictures• Short and/or daily/weekly writing• Illustrate pictures in response to literature <p>Analysis Complete a story map. Showing the beginning, middle and end of the story</p> <p>Narrative</p> <ul style="list-style-type: none">• Dictate/List daily activities• Journal writing• Dictate/Write sentences about characters and what they did in the stories we have read. <p>Research Support Integrate knowledge from sources when composing</p> <ul style="list-style-type: none">• Draw, dictate or write a story about a garden that students would like to plant. The story must have 3 main events (beginning, middle, end)
Week 4- Week 6	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Sequence/ Cause and Effect/Sequence</p> <ul style="list-style-type: none">• <i>Bunny Day</i>• <i>My Lucky Day</i>• <i>One Little Mouse</i> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none">• Participate in shared writing experiences• Draw and label pictures• Short and/or daily/weekly writing• Illustrate pictures in response to literature

	<p>Analysis Draw, Write and/or dictate to complete graphic organizers to show the sequence of events in a story.. (Weeks 4,6)</p> <p>Narrative</p> <ul style="list-style-type: none"> • Draw, dictate or write a sentence about the student’s lucky day. (Week 5)
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<p>Week 7 - Week 9</p>	<p><i>Reading Complex Text</i></p>
	<p>Characters/ Classify and Categorize/Setting</p> <ul style="list-style-type: none"> • <i>Goldilocks and the Three Bears</i> • <i>If You Could Go to Antarctica</i> • <i>Abuela</i> <p>Routine Writing</p> <ul style="list-style-type: none"> • Participate in shared writing experiences • Draw and label pictures • Short and/or daily/weekly writing • Illustrate pictures in response to literature <p>Analysis (Inform/Explain)</p> <ul style="list-style-type: none"> • Complete a graphic organizer classifying and categorizing animals that live in Antarctica by those that live on land and those that live in water. <p>Narrative:</p> <ul style="list-style-type: none"> • Dictate/write and illustrate a letter from Goldilocks perspective apologizing to the Three Bears. <p>Research Support</p> <p style="padding-left: 20px;">Integrate knowledge from sources when composing</p> <ul style="list-style-type: none"> • Dictate/ Write statements about the animals in the story.(Week 8)

For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.1.1	RL 1.2-7, 9 RI.1.2-9 SL.1.2-3	L.1.1-3, SL.1.6	L.1.4-6	SL.1.1	SL.1.4-6

Reading: Foundational Skills

	<p style="text-align: center;">Phonics & Word Recognition</p> <p style="text-align: center;">Apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center;">Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p style="text-align: center;">Ff Hh Ll Gg</p> <p style="text-align: center;">Associate the long and short sounds with the</p>	<p style="text-align: center;">Fluency</p> <p style="text-align: center;">Read emergent reader text with purpose and understanding</p> <p style="text-align: center;">Echo reading, choral reading, independent oral reading</p> <p style="text-align: center;">(RF.K.4)</p>
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common spellings (graphemes) for the vowels.

Oo Ee

Read common high-frequency words by sight

Q3 sight words

Distinguish between similarly spelled words by identifying the sounds of the letters that differ

(RF.K.A-D)

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Quarter 4

How do readers ensure that what they have read they understand? How do readers delve into the characters they read about? How do readers apply previously learned knowledge in literature?

Weekly Tracker

Classroom Instruction

Reading Complex Text

Week 1 Exemplar Text: "I See Signs" by Tana Hoban (TNSS appendix B)

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Week 3 Realism & Fantasy/ Cause and Effect/ Compare and Contrast

- Max Takes the Train
- Mayday! Mayday!
- Messenger, Messenger

Writing to Texts

Routine Writing

- Participate in shared writing and group editing experiences
- Write two sentences about a topic with support of evidence.
- Journal/ daily/ weekly writing
- Illustrate & label pictures in response to literature.

Analysis

- Complete graphic organizer and retell story events in order with support of text.

Narrative

- Combination of illustration/dictating and writing to supply information about the topic.
- Responding to literature through illustration and forming simple sentences with invented spelling
- Journaling about key details in the literature
- Writing to clarify meaning of amazing words or multiple meaning words based on Kindergarten reading.

Research Support

	<p>Site evidence of source when writing</p> <p>Illustrate, dictate or write about ways to travel by classifying categories by land, air or water. Use graphic organizer to sort how can we travel.</p>
<p>Week 4- Week 6</p>	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Literature Extended text:</p> <p>Classic Fantasy/plot/Draw Conclusions</p> <ul style="list-style-type: none"> • The Little Engine That Could • On the Move • This Is the Way We Go to School <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none"> • Interactive shared writing and group editing • Illustrate and label pictures using four square writing • Journal/ daily/ weekly writing <p>2-3 Analysis</p> <p>Illustrate, write or dictate classified categories of ways to travel around the world by land, air & water. Use the model of four-square writing to write sentences or illustrate the different forms of transportation in the literature.</p> <p>1 Narrative</p> <ul style="list-style-type: none"> • Write or dictate a sentence (s) about transportation in “On the Move”.
<p>Week 7 - Week 9</p>	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Informational text</p> <p>Compare and contrast/character/main idea/plot</p> <ul style="list-style-type: none"> • Homes Around the World • Old McDonald has a Workshop/ Building Beavers • The Night Worker <p>Routine Writing</p> <ul style="list-style-type: none"> • Interact in shared writing experiences with group editing • Draw and label pictures • Daily Journal writing/ weekly writing

- Illustrate pictures in response to literature and write a simple sentence using inventing spelling.

2-3 Analysis

Compose informative/explanatory writing about the different kinds of homes around the world. Illustrate and label characters at the beginning, middle and end of the literature. Complete a story map classifying and categorizing animal homes on land and water.

Narrative

Dictate/ write using key detail of animals that would be found on land, air and water. Use informational text and key details to ask questions that give detail about the animal (e.g. My mother and I have long necks. All my spots have different patterns. Who am I?)

Research Support

Dictate/ write information and questions about animals that live on land and water.

Dictate/ write statements about the kinds of homes classified/categorize from around the world.

For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.1.1	RL 1.2-7, 8,9 RI.1.2-10 SL.1.2-3	L.1-3, SL.1.6	L.1.4-6	SL.1a-b	SL.1.4-6

Reading: Foundational Skills

	Phonics & Word Recognition Apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Ww Jj Xx Uu Vv Zz Yy Qq Associate the long and short sounds with the (graphemes) for the vowels. a e i o u Read common high-frequency words by sight Q4 High Frequency Words Distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF 1 A-D RF 2, 3 A-C)	Fluency Read emergent reader text with purpose and understanding Modeled fluency, choral reading, independent oral reading (RF.K.1-4)

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