

Kindergarten Pacing Guide for Reading and Listening

| | Quarter One | Quarter Two | Quarter Three | Quarter Four |
|-------------------|--|---|--|--|
| Reading Readiness | <p>*1.01 Develop book and print awareness:</p> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <p>1.03 Demonstrate decoding and word recognition strategies and skills: - recognize and name letters of alphabet (alphabet overview and letters : M,T,A,S,P)*Letter and sound identification</p> | <p>*1.01 Develop book and print awareness:</p> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <p>1.03 Demonstrate decoding and word recognition strategies and skills: - recognize and name letters of alphabet (letters: C, I, N, B, R, D, K, F, O)*Letter and sound identification</p> <p>1.04 Read or begin to read: *running records</p> <p>1.05 Interact at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level:</p> | <p>*1.01 Develop book and print awareness:</p> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <p>1.03 Demonstrate decoding and word recognition strategies and skills: - recognize and name letters of alphabet (letters: H, L, G, E, J, W, X, U, and blends)</p> <p>1.04 Read or begin to read:</p> <p>1.05 Interact at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level:</p> | <p>*1.01 Develop book and print awareness:</p> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <p>1.03 Demonstrate decoding and word recognition strategies and skills: - recognize and name letters of alphabet (letters: V, Z, Y , Q)</p> <p>*Letter and sound identification (if needed)</p> <p>1.04 Read or begin to read: *running records</p> <p>1.05 Interact at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level:</p> |

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| <p>Comprehension Strategies and Connections</p> | <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting): 2.02 Demonstrate familiarity with a variety of types of books and selections: 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text: 2.04 Formulate questions that a text might answer before beginning to read: 2.05 Predict possible events in texts before and during reading 2.06 Understand and follow oral-graphic directions: 2.07 Demonstrate understanding of literary language: 2.08 Distinguish fantasy from reality when reading text: 2.09 Identify the sequence of events in a story: 3.01 Connect information and events in text to experience: 3.02 Discuss concepts and information in a text to clarify and extend knowledge:</p> | <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting): *running record (oral retell) 2.02 Demonstrate familiarity with a variety of types of books and selections: 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text: 2.04 Formulate questions that a text might answer before beginning to read: 2.05 Predict possible events in texts before and during reading 2.06 Understand and follow oral-graphic directions: 2.07 Demonstrate understanding of literary language: 2.08 Distinguish fantasy from reality when reading text: 2.09 Identify the sequence of events in a story: *running records (oral retell) 3.01 Connect information and events in text to experience: *Running record (oral retell) 3.02 Discuss concepts and information in a text to clarify and extend knowledge:</p> | <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting): 2.02 Demonstrate familiarity with a variety of types of books and selections: 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text: 2.04 Formulate questions that a text might answer before beginning to read: 2.05 Predict possible events in texts before and during reading 2.06 Understand and follow oral-graphic directions: 2.07 Demonstrate understanding of literary language: 2.08 Distinguish fantasy from reality when reading text: 2.09 Identify the sequence of events in a story: 3.01 Connect information and events in text to experience: 3.02 Discuss concepts and information in a text to clarify and extend knowledge:</p> | <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting): *running record (oral retell) 2.02 Demonstrate familiarity with a variety of types of books and selections: 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text: 2.04 Formulate questions that a text might answer before beginning to read: 2.05 Predict possible events in texts before and during reading 2.06 Understand and follow oral-graphic directions: 2.07 Demonstrate understanding of literary language: 2.08 Distinguish fantasy from reality when reading text: 2.09 Identify the sequence of events in a story: (oral retell) 3.01 Connect information and events in text to experience: *running record (oral retell) 3.02 Discuss concepts and information in a text to clarify and extend knowledge:</p> |
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| <p>cComprehension</p> <p>Strategies and Connections</p> | <p>3.03 Associate target words with prior knowledge and explore an author’s choice of words:</p> <p>3.04 Use speaking and listening skills and media to connect experiences and text:</p> | <p>3.03 Associate target words with prior knowledge and explore an author’s choice of words:</p> <p>3.04 Use speaking and listening skills and media to connect experiences and text:</p> | <p>3.03 Associate target words with prior knowledge and explore an author’s choice of words:</p> <p>3.04 Use speaking and listening skills and media to connect experiences and text:</p> | <p>3.03 Associate target words with prior knowledge and explore an author’s choice of words:</p> <p>3.04 Use speaking and listening skills and media to connect experiences and text:</p> |
| <p>Writing Readiness</p> | <p>4.01 Use new vocabulary in own speech and writing:</p> <p>4.02 Use words that name and words that tell action in a variety of simple texts:</p> <p>4.03 Use words that describe color, size, and location in a variety of :</p> <p>4.04 Maintain conversations and discussions:</p> <p>5.02 Use capital letters to write the word I and the first letter in own name:</p> | <p>4.01 Use new vocabulary in own speech and writing:</p> <p>4.02 Use words that name and words that tell action in a variety of simple texts:</p> <p>4.03 Use words that describe color, size, and location in a variety of :</p> <p>4.04 Maintain conversations and discussions:</p> <p>4.05 Use a variety of sentence patterns such as interrogative requests and sentence fragments that convey emotion:</p> <p>4.06 Write and/or participate in writing behaviors by using author’s models of language:</p> <p>5.02 Use capital letters to write the word I and the first letter in own name:</p> | <p>4.01 Use new vocabulary in own speech and writing:</p> <p>4.02 Use words that name and words that tell action in a variety of simple texts:</p> <p>4.03 Use words that describe color, size, and location in a variety of :</p> <p>4.04 Maintain conversations and discussions:</p> <p>4.05 Use a variety of sentence patterns such as interrogative requests and sentence fragments that convey emotion:</p> <p>4.06 Write and/or participate in writing behaviors by using author’s models of language:</p> <p>5.01 Develop spelling strategies and skill by:</p> <ul style="list-style-type: none"> -representing spoken language with temporary and/or conventional spelling. -writing most letters of the alphabet. | <p>4.01 Use new vocabulary in own speech and writing:</p> <p>4.02 Use words that name and words that tell action in a variety of simple texts:</p> <p>4.03 Use words that describe color, size, and location in a variety of :</p> <p>4.04 Maintain conversations and discussions:</p> <p>4.05 Use a variety of sentence patterns such as interrogative requests and sentence fragments that convey emotion:</p> <p>4.06 Write and/or participate in writing behaviors by using author’s models of language:</p> <p>5.01 Develop spelling strategies and skill by:</p> <ul style="list-style-type: none"> -representing spoken language with temporary and/or conventional spelling. -writing most letters of the alphabet. |

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| | | | <p>-analyzing sounds in a word and writing dominate consonant letters.</p> <p>5.02 Use capital letters to write the word I and the first letter in own name:</p> <p>5.03 Use legible manuscript handwriting:</p> | <p>-analyzing sounds in a word and writing dominate consonant letters.</p> <p>5.02 Use capital letters to write the word I and the first letter in own name:</p> <p>5.03 Use legible manuscript handwriting:</p> |
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