

Kindergarten ELA Teaching Scope and Sequence Pacing Guide

6/18/18

		Quarter 1			
		Missouri Learning Standards Teaching Window: August 15 - October 10			
		Quarter 1 Assessment Guidelines: Quarter 2 Assessment Guidelines: All assessments located in the Google Folder titled 2018/2019 Kindergarten ELA Teacher resources. Assessments are divided by quarter and on Mastery Connect. Quarterly writing rubrics are in the Quarterly writing folder.			
		Standards taught through 1 st Quarter READ ALOUD/SHARED READING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.R.1.A.e K.R.2.A.a K.R.2.C.a	AS	I can identify elements of a story (setting, characters, key events, beginning, middle, and end).	Units 1, 2, 3, 4, 5		W2, W12, W15
K.RF.4.A K.R.1.D.a K.R.1.D	AS	I can independently engage with texts.	Units 1 - 9		Quarters 1-4
K.R.1.A.c K.R.2.A.b K.R.3.C.c	AS	I can retell the main event and ideas from stories, read-alouds, and familiar stories.	Units 1, 2, 3, 5, 6, 7, 8,		W2/W15
K.SL.3.A.c	AS	I can understand and ask questions with a variety of text by retelling			W3
K.RF.1.A.c K.R.2.A.e K.R.3.A.c	FS	I can identify text features. (Teacher Notes: read left to right, top to bottom, front and back cover, spine, title, title page, author and illustrator.)	Units 1, 2, 3, 4, 7, 8,		W1-6/ W13-15/ Q3/Q4
K.R.1.A.b		With assistance, develop and demonstrate reading skills in response to read alouds by asking and responding to questions about texts read aloud	Units 1 - 9		All Quarters (Various weeks within the quarter)
K.R.1.A.d		With assistance, develop and demonstrate reading skills in response to read alouds by connecting the information and events of a text to experiences	Units 1, 2, 3, 5, 6, 8		W8

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K.RF.1.A.b		Develop print awareness in the reading process by sequencing the letters of the alphabet.			
K.R.1.C.a		With assistance, determine connection between: text to self (text ideas and own experiences)	Units 1, 2, 3, 5, 6, 8		W8
K.R.2.A.g		With assistance, read, infer, and draw conclusions to ask and answer questions about unknown words in a text			
K.R.3.A.d		With assistance, read, infer, and draw conclusions to identify the meaning of environmental print			
K.R.3.C.a		With assistance read, infer, and draw conclusions to ask and answer questions to clarify meaning	Units 1, 6, 7, 8		W 6, 7, 27,28,
	Focus Standards	Standards taught through 1st Quarter SHARED READING/ WORD STUDY/PHONICS/SPELLING/LANGUAGE (SMALL GROUP)	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.RF.1.A.a	AS	I can recognize and name all upper and lowercase letters.			Learning letter names manual (Q1 and SG all year)
K.RF.3.A.a	AS	I can verbalize sounds for most short vowel and consonants and write the letter to match.			
K.RF.2.A.e K.RF.2.A.f K.RF.3.A.c	AS	I can blend letter sounds (phonemes) to form simple words.			
K.RF.2.A.a K.RF.2.A.d K.RF.2.A.g K.RF.2.A.h	AS	I can identify, isolate, and segment beginning, middle, and ending sounds in words.			
K.RF.3.A.b	AS	I can read high frequency words.			Q1-4

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K.R.1.A.s		With assistance, develop and demonstrate reading skills in response to read alouds by predicting what might happen next in a text based on the cover, title, and illustrations.			
K.R.1.B.a		With assistance, develop an understanding of vocabulary by identifying and sorting pictures of objects into conceptual categories.			Every week
K.R.1.B.d		With assistance, develop an understanding of vocabulary by using a picture dictionary to find words			
K.R.3.C.d		With assistance, read, infer, and draw conclusions to ask and answer questions about unknown words in a text			
K.SL.1.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules	Unit 1-9		
K.SL.1.A.b		Develop and apply effective listening skills and strategies in formal and informal settings by continuing a conversation through multiple exchanges	IW		
K.SL.1.A.c		Develop and apply effective listening skills and strategies in formal and informal settings by following one-step instructions, according to classroom expectations	Unit 1-9		
K.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations	Unit 1-9		
K.SL.3.A.a		Speak clearly using conventions of language when presenting individually or with a group by taking turns speaking according to classroom expectations	Unit 1-9		
K.SL.3.A.b		Speak clearly using conventions of language when presenting individually or with a group by continuing a conversation through multiple exchanges	SG		
K.SL.4.A.b		Develop print awareness in the reading process by speaking in complete sentences	Shared Reading		
	Focus Standards	Standards taught through 1st Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.L.1.B.a	AS	I can print upper and lowercase letters correctly. (Teacher Note: Not taught in 1st quarter but still needs to be modeled.)		Unit 2,3, 3,4,5,6,7	
K.L.1.B.i K.L.1.B.c	FS	I can write my first and last name correctly.		Unit 1, 2	
K.SL.4.A.a		Speak clearly, audibly using conventions of language when presenting individually or with a group by describing personal experiences using a prop, picture, or other visual aide		Unit 1 Week 1,2,3	

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		Quarter 2			
		Missouri Learning Standards Teaching Window: October 11- December 21			
		Quarter 2 Assessment Guidelines: All assessments located in the Google Folder titled 2018/2019 Kindergarten ELA Teacher resources. Assessments are divided by quarter and on Mastery Connect. Quarterly writing rubrics are in the Quarterly writing folder.			
	Focus Standards	Standards taught through 2nd Quarter READ ALOUD/SHARED READING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.R.1.A.e K.R.2.A.a K.R.2.C.a	AS	I can identify elements of a story (setting, characters, key events, beginning, middle, and end).	Unit 1-5, 9		W2/ W15 W12
K.RF.4.A K.R.1.D.a K.R.1.D	AS	I can independently engage with texts.	Unit 1-9		All Quarters
K.R.1.A.c K.R.2.A.b K.R.3.C.c	AS	I can retell the main event and ideas from stories, read-alouds, and familiar stories.	Unit 1, 2, 3, 5, 6, 7, 8, 9		W2/W15
K.SL.3.A.c	AS	I can understand and ask questions with a variety of texts by retelling			W3
K.RF.1.A.F		Develop print awareness in the reading process by demonstrating one to one correspondence between spoken words and writing.			
K.R.1.C.b		With assistance determine connection between text to text (text ideas including similarities and differences in fiction and nonfiction)	Unit 5-8		W21
		Standards taught through 2nd Quarter SHARED READING/ WORD STUDY/PHONICS/SPELLING/LANGUAGE (SMALL GROUP)	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader

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K.RF.1.A.a	AS	I can recognize and name all upper and lowercase letters.			
K.RF.3.A.a	AS	I can verbalize sounds for most short vowel and consonants and write the letter to match.			
K.RF.2.A.e K.RF.2.A.f K.RF.3.A.c	AS	I can blend letter sounds (phonemes) to form simple words.			
K.RF.2.A.a K.RF.2.A.d K.RF.2.A.g K.RF.2.A.h	AS	I can identify, isolate, and segment beginning, middle, and ending sounds in words.			
K.RF.3.A.b	AS	I can read high frequency words.			
K.R.2.B.a K.RF.2.A.b K.RF.2.A.c	FS	I can identify and produce rhyming words			
K.RF.1.A.d		Develop print awareness in the reading process by demonstrating that written words are made up of different letters.			
K.R.1.B.c		With assistance, develop an understanding of vocabulary by distinguishing meaning between verbs describing the same action			W14, 18, 23, 24
	Focus Standards	Standards taught through 2nd Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.L.1.B.a	AS	I can print upper and lowercase letters correctly.		Unit 2-7	
K.W.1.C.b K.RF.1.A.e K.L.1.B.b K.L.1.B.d K.L.1.B.e	FS	I can correctly write a sentence. (Teacher Note: Capitalize first word, capitalize pronoun I, ending punctuation, space between words)		Unit 2-7	
K.L.1.B.i K.L.1.B.c	FS	I can write my first and last name correctly.		Unit 1, 2	
K.L.1.B.f K.L.1.B.h	FS	I can write and name letters that match consonant and vowel sounds.		Unit 2-7	

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K.W.2.A.c K.W.2.B.b K.W.2.C.d	FS	I can use words related to a topic.		Unit 2-7	
K.L.1.B.g	FS	I can use letter sounds to correctly spell 3 letter words.		Unit 2-7	
K.L.1.A.d		In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities.		Units 2-5	
K.W.2.A.a K.W.2.A.b		I can write to give reasons for why a reader should agree with my opinion.		Unit 2-7	
K.R.1.B.e		With assistance, develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read and responding to texts.		Unit 2	
K.W.2.B.a		With assistance, draw or write informative/explanatory texts that use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school.		Unit 2	
K.W.3.A.a		With assistance, apply research process to generate a list of open-ended questions about topics of class interest.		Unit 2	
K.W.3.A.c		With assistance, apply research process to gather evidence from sources.		Unit 2	
		Quarter 3			
		Missouri Learning Standards Teaching Window: January 8 – March 8			
		Quarter 3: Quarter 3 Assessment Guidelines: All assessments located in the Google Folder titled 2018/2019 Kindergarten ELA Teacher resources. Assessments are divided by quarter and on Mastery Connect. Quarterly writing rubrics are in the Quarterly writing folder.			
	Focus Standards	Standards taught through 3rd Quarter READ ALOUD/SHARED READING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.R.1.A.e K.R.2.A.a K.R.2.C.a	AS	I can identify elements of a story (setting, characters, key events, beginning, middle, and end).	Unit 1-5,9		W2 & W12 & W15
K.RF.4.A K.R.1.D.a K.R.1.D	AS	I can independently engage with texts.	Unit 1-9		Q 1-4

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K.R.1.A.c K.R.2.A.b K.R.3.C.c	AS	I can retell the main event and ideas from stories, read-alouds, and familiar stories.	Unit 1-3,5-8		W2 & W15
K.SL.3.A.c	AS	I can understand and ask questions with a variety of texts by retelling			W3
K.R.3.C.b	FS	I can identify and compare similarities and differences in a variety of texts	Unit 6 -8		
K.L.1.A.a	FS	I can identify naming words (nouns) and action words (verbs)			
K.R.1.C.b		With assistance determine the connection between text to text (text ideas including similarities and differences in fiction and nonfiction)			
K.R.3.B.a		With assistance read, infer and draw conclusions to respond to examples of sensory details	Unit 4		W16
K.R.2.A.d		With assistance read, infer and draw conclusions to recognize common types of texts (e.g. storybooks and poems)	Unit 4		W3
K.R.2.A.c		With assistance read, infer and draw conclusions to recognize sensory details and recurring phrases	Unit 4		W11, 12, 16,
	Focus Standards	Standards taught through 3rd Quarter SHARED READING/ WORD STUDY/PHONICS/SPELLING/LANGUAGE (Small Group)	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.RF.1.A.a	AS	I can recognize and name all upper and lowercase letters.			Unit 1
K.RF.3.A.a	AS	I can verbalize sounds for most short vowel and consonants and write the letter to match.			SG
K.RF.2.A.e K.RF.2.A.f K.RF.3.A.c	AS	I can blend letter sounds (phonemes) to form simple words.			Unit 1-9
K.RF.2.A.a K.RF.2.A.d K.RF.2.A.g K.RF.2.A.h	AS	I can identify, isolate, and segment beginning, middle, and ending sounds in words.			SG
K.RF.3.A.b	AS	I can read high frequency words.			Shared Reading

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K.R.2.B.a K.RF.2.A.b K.RF.2.A.c	FS	I can identify and produce rhyming words.			W9,11,12, 13/ W19, 23,24
	Focus Standards	Standards taught through 3 rd Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.L.1.B.a	AS	I can print upper and lowercase letters correctly.		Unit 2	
K.L.1.B.f K.L.1.B.h	FS	I can write and name letters that match consonant and vowel sounds.		Unit 3-4	
K.W.1.C.b K.RF.1.A.e K.L.1.B.b K.L.1.B.d K.L.1.B.e	FS	I can correctly write a sentence. (Teacher Note: Capitalize first word, capitalize pronoun I, ending punctuation, space between words)		Unit 2-7	
K.W.1.C.a	FS	I can respond to questions and suggestions and add details to make my writing better.		Unit 3,4	
K.L.1.B.g	FS	I can use letter sounds to correctly spell 3 letter words.		Unit 3,4	
K.W.2.C.a K.W.2.C.b	FS	I can write to tell my readers about my personal event.		Unit 3,4	
K.W.2.A.a K.W.2.A.b	FS	I can draw/write to give reasons for why a reader should agree with my opinion.		Unit 2,3,4	
K.L.1.A.d		In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities.		Unit 2,3,4	
K.L.1.A.b		In speech and written form, apply standard English grammar to use plural nouns when speaking.		Unit 3,4	
K.L.1.A.c		In speech and written form, apply standard English grammar, to express time and space.		Unit 3,4	
K.L.1.A.e		In speech and written form, apply standard English grammar to use question words in sentences.		Unit 3,4	
K.W.1.A.a		Follow a writing process, with assistance, to generate a writing plan through using pictures, oral language or written letters and/or letters.		Unit 3,4	

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K.W.3.A.b		With assistance, apply research process to decide what sources or people in the classroom, school, library, or home can answer their questions.		Unit 3,4	
K.W.1.D.a		With assistance, from adults/peers explore a variety of conventional/ digital tools to produce and publish writing.		Unit 3-7	
		Quarter 4			
		Missouri Learning Standards Teaching Window: March 11 -May 24			
		Quarter 4 Assessment Guidelines: All assessments located in the Google Folder titled 2018/2019 Kindergarten ELA Teacher resources. Assessments are divided by quarter and on Mastery Connect. Quarterly writing rubrics are in the Quarterly writing folder.			
	Focus Standards	Standards taught through 4th Quarter READ ALOUD/SHARED READING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.R.1.A.e K.R.2.A.a K.R.2.C.a	AS	I can identify elements of a story (setting, characters, key events, beginning, middle, and end).			W2 & W12 & W15
K.RF.4.A K.R.1.D.a K.R.1.D	AS	I can independently engage with texts.	Unit 3,4,5,6,7, 8,9		Q 1-4
K.R.1.A.c K.R.2.A.b K.R.3.C.c	AS	I can retell the main event and ideas from stories, read-alouds, and familiar stories.			W2 & W15
K.SL.3.A.c	AS	I can understand and ask questions with a variety of texts by retelling			W3
K.L.1.A.a	FS	I can identify naming words (nouns) and action words (verbs)			
K.R.3.A.a		With assistance read, infer and draw conclusions to identify topic and details in an expository text heard and/or read referring to the words and/or illustrations	Unit 6 - 8		
	Focus Standards	Standards taught through 4th Quarter SHARED READING/ WORD STUDY/PHONICS/SPELLING/LANGUAGE (Small Group)	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader

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K.RF.1.A.a	AS	I can recognize and name all upper and lowercase letters.	Unit 2		
K.RF.3.A.a	AS	I can verbalize sounds for most short vowel and consonants and write the letter to match.	Small Group		
K.RF.2.A.e K.RF.2.A.f K.RF.3.A.c	AS	I can blend letter sounds (phonemes) to form simple words.	Small Group		
K.RF.2.A.a K.RF.2.A.d K.RF.2.A.g K.RF.2.A.h	AS	I can identify, isolate, and segment beginning, middle, and ending sounds in words.	Small Group		
K.RF.3.A.b	AS	I can read high frequency words.	Units 3,4,5,6,8,9		
K.RF.3.A.d	FS	I can create new words by changing letters in a word.	Small Group		
K.RF.1.A.c K.R.2.A.e K.R.3.A.c	FS	I can identify text features. (Teacher Notes:table of contents, index, and glossary)	Units 1, 2, 3, 4, 7, 8,		W1-6/ W13-15/ Q3/Q4
K.RF.1.A.a		With assistance, develop and demonstrate reading skills in response to read alouds by predicting what might happen next in a text based on the cover, title, and illustrations.	Unit 1,2,6-8		
K.R.1.B.b		With assistance, develop and understanding of vocabulary by demonstrating understanding of opposites (antonyms)			
K.R.3.A.b		With assistance, read, infer, and draw conclusions to use titles and illustrations to make predictions about text.	Unit 6-8		
	Focus Standards	Standards taught through 4 th Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being A Reader
K.L.1.B.a	AS	I can print upper and lowercase letters correctly.		Unit 2	
K.W.1.C.b K.RF.1.A.e K.L.1.B.b K.L.1.B.d	FS	I can correctly write a sentence. (Teacher Note: Capitalize first word, capitalize pronoun I, ending punctuation, space between words)		Units 2-7	

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K.L.1.B.e					
K.W.2.A.a K.W.2.A.b	FS	I can draw/write to give reasons for why a reader should agree with my opinion.		Unit 6	
K.L.1.B.g	FS	I can use letter sounds to correctly spell 3 letter words.		Unit 2-7	
K.W.1.D.a		With assistance, from adults/peers explore a variety of conventional/digital tools to produce and publish writing.		Units 3-7	
K.L.1.A.d		In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities.		Units 2-7	
K.W.3.A.d		With assistance, draw/write opinion texts that use pictures in conjunction with writing when documenting research.		Unit 5-7	
K.W.1.B.a		Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures		Units 5-7	
K.W.2.C.c		With assistance, draw or write fiction or nonfiction narratives and poems that: place event in the order they occurred		Units 5-7	