

Kindergarten Pacing Guide

Quarter 1 Cedar Fork Elementary 2015-2016

Reading	Writing	Speaking and Listening	Language
<p>Foundational Skills</p> <p>RFK.1a Demonstrates understanding of the organization and basic features of print: Follow words from left to right, top to bottom, and page by page.</p> <p>RFK.1b Recognize that spoken words are represented in written language by specific sequence of letters.</p> <p>RFK.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.</p> <p>Print Concepts</p> <p>RFK.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper and lower case letters in the alphabet.</p> <p>Reading Informational Text</p> <p>Craft and Structure</p> <p>RIK.5 Identify the front cover, back cover, and title page of a book.</p> <p>Reading Literature</p> <p>Craft and Structure</p> <p>RLK.5 Recognize common types of texts (e.g. storybooks, poems)</p> <p>Range of Reading and Level of Text Complexity</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>Text Types and Purposes</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which students name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to name what they are writing about and supply some information about the topic, about the events in the order in which they occurred, and provide a reaction to what happened, and strengthen writing as needed.</p> <p>Production and Distribution of Writing Research to Build and Present Knowledge</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Comprehension and Collaboration</p> <p>SLK.1a Participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail (understand that pictures and words work together and details can be added to make it better).</p> <p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Vocabulary Acquisition and Use</p> <p>LK.5a With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent</p> <p>LK5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>Conventions of Standard English</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p> <p>Vocabulary Acquisition and Use</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real life connections between words and their use (e.g., note places at school are colorful).</p> <p>LK.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p>

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Math	Science	Social Studies
<p>Understand Relationship Between Numbers & Quantities</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p style="margin-left: 20px;">a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p style="margin-left: 20px;">b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p style="margin-left: 20px;">c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6 Identify whether the number of objects in one groups is greater than, less than or equal to the number of objects in another groups, e.g., by using matching and counting strategies.</p> <p>Compare Groups of Objects Within 10</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p style="margin-left: 20px;">a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p style="margin-left: 20px;">b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p style="margin-left: 20px;">c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or group, e.g., by using matching and counting strategies.</p> <p>Operations and Algebraic Thinking</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards).</p>		<p><u>I Am a Citizen</u></p> <p>Civics and Government</p> <p>K.C&G.1 Understand the roles of a citizen.</p>