

2021-2022 Biloxi Public Schools



Kindergarten ELA Pacing Guide

Term 1

Strand: Reading	
Reading Standards for Literature	
Key Ideas and Details	
RL.K.2 With prompting and support, retell familiar stories, including key details.	
Craft and Instruction	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Reading Standards for Informational Text	
Craft and Instruction	
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Foundational Skills for Reading	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print. 1a Follow words from left to right, top to bottom, and page by page. 1b Recognize that spoken words are represented in written language by specific sequences of letters.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). 2d Isolate and pronounce the initial , medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
Strand: Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
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W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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Research to Build and Present Knowledge

W. K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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Strand: Language

Conventions of standard English grammar and usage

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1b. Use frequently occurring nouns and verbs. 1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs,; wish, wishes). 1e Use the most frequently occurring prepositions (to, from, in)
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Vocabulary Acquisition and Usage

L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. 5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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Strand: Speaking and Listening

Comprehension and Listening

SL.K.1	Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed upon rules for discussion 1b Continue a conversation through multiple exchanges.
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MKAS Skills:

Distinguish between upper and lowercase letters.

Distinguish letters from numbers.

Identify and produce groups of words that begin with the same initial sound. (Alliteration)

Distinguish letters from words.

Count the number of words in a given sentence.

Introduction Skills: RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Reading**Reading Standards for Literature****Key Ideas and Details**

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

Craft and Instruction

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.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)

Range of Reading and Text Complexity

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text**Key Ideas and Details**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

Craft and Instruction

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Foundational Skills for Reading	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print. 1a Follow words from left to right, top to bottom, and page by page. 1c Understand that words are separated by spaces in print. 1d Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). 2b Count, pronounce, blend and segment syllables in spoken words. 2c Blend and segment onsets and rimes of single-syllable spoken words. 2d Isolate and pronounce the initial , medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words
Phonics and Word Recognition	
RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 3d. Distinguish between similarly spelled words by identifying the sounds or letters that differ.
Strand: Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Research to Build and Present Knowledge	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Strand: Language	
Conventions of standard English grammar and usage	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Print many upper- and lowercase letters. 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 1f. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Usage	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. 5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Strand: Speaking and Listening	
Comprehension and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed upon rules for discussion 1b Continue a conversation through multiple exchanges.
SL.K.3	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
MKAS Skills:	
Distinguish between upper and lowercase letters.	
Identify and produce groups of words that begin with the same initial or final sound.	
Substitute initial consonant sound in CVC words.	
Introduction Skills: RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

Strand: Reading	
Reading Standards for Literature	
Key Ideas and Details	
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	
Craft and Instruction	
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Text Complexity	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text	
Key Ideas and Details	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
Craft and Instruction	
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Text Complexity	
RI.K.10	Actively engage in group reading activities with purpose and understanding.

Foundational Skills for Reading	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print. 1a Follow words from left to right, top to bottom, and page by page. 1c Understand that words are separated by spaces in print. 1d Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). 2a Recognize and produce rhyming words. 2b Count, pronounce, blend and segment syllables in spoken words. 2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 3d. Distinguish between similarly spelled words by identifying the sounds or letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.
Strand: Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Research to Build and Present Knowledge	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Strand: Language	
Conventions of Standard English grammar and usage	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Print many upper- and lowercase letters. 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

	1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 1f. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)

Vocabulary Acquisition and Usage

L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. 5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
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Strand: Speaking and Listening

Comprehension and Listening

SL.K.1.	Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed upon rules for discussion 1b Continue a conversation through multiple exchanges.
SL.K.3	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

MKAS Skills:

Identify and produce groups of words that begin with the same medial sound.

Introduction Skills: RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading Standards for Literature	
Key Ideas and Details	
RL.K.2 With prompting and support, retell familiar stories, including key details.	
Craft and Instruction	
RL.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (storybooks, poems)
Integration of Knowledge and Ideas	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Text Complexity	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text	
Key Ideas and Details	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Instruction	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Text Complexity	
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Foundational Skills for Reading	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print. 1a Follow words from left to right, top to bottom, and page by page. 1c Understand that words are separated by spaces in print. 1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). 2d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words) (This does not include CVCs ending in //, /r/, or /x/). 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words 3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 3d. Distinguish between similarly spelled words by identifying the sounds or letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.
Strand: Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
W.K.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Language	
Conventions of Standard English grammar and usage	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 1f. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2a Capitalize the first word in a sentence and the pronoun I. 2b. Recognize and name end punctuation. 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Vocabulary Acquisition and Usage	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. 5d Distinguish shades of meaning among verbs describing the same general action by acting out the meaning. (synonyms)
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to text.
Strand: Speaking and Listening	
Comprehension and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about grade kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed upon rules for discussion 1b Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

