

Glendale Elementary School District

# 23-24 ELA PACING GUIDE

## Kindergarten



		<a href="#">C &amp; I Page</a>	<a href="#">ADE ELA website</a>
<a href="#">ReadyGEN supports</a>	QFA Blueprints	<a href="#">Learning Cycle PDF</a>	
<a href="#">6-Minute Solutions Supports</a>	<a href="#">Galileo Supports</a>	Kindergarten Deconstruction	<a href="#">Sight Words/ Irregular Words List</a>
<a href="#">Handwriting Resources</a>	<a href="#">i-Ready Supports</a>	<a href="#">ELA Standards Progression</a>	

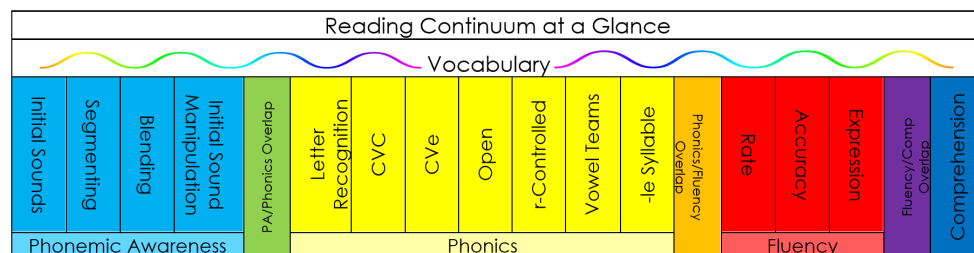


Figure 1.9 Reading Rope  
(Scarborough, 2001).

## Reading Block Layout (160 Minutes)

	Reading Foundational Skills (Reading/Writing) (30 Minutes)	Whole Group Instruction/Launch Lesson (20 Minutes)	Guided Reading (60-80 Minutes)	Writing (30 Minutes)
Teacher Actions	<ul style="list-style-type: none"> <li>Explicit phonemic awareness instruction (Heggerty)</li> <li>Explicit phonics instruction including phonemes, decoding, blending, word building, controlled text, repeated reading, &amp; irregular word instruction</li> <li>Systematic and immediate feedback</li> <li>Spiral review of previous skills</li> <li>Handwriting Instruction</li> <li>Dictation/Encoding (guided spelling practice)</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to text above grade-level</li> <li>Model close reading and comprehension strategies, including rereading the text for multiple purposes</li> <li>Demonstrate proficient and fluent reading</li> <li>Model fix-up reading strategies</li> <li>Expose students to a variety of genres</li> <li>Model the use of context clues to determine the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Identify student instructional reading level</li> <li>Plan explicit lessons for grouped students with phonics skills needed</li> <li>Prompt and reinforce growing reading skills</li> <li>Expose students to a variety of texts</li> <li>Model, Guide, and Reinforce good reading behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Model the writing process through process and purpose</li> <li>Facilitate shared and guided reading practice</li> <li>Conference with students to provide feedback on their writing</li> <li>Extend literary analysis to writing</li> </ul>
Student Actions	<ul style="list-style-type: none"> <li>Manipulate sounds in spoken word</li> <li>Read phonograms</li> <li>Apply phonogram sounds in order to decode and read words, phrases, sentences, and passages fluently</li> <li>Identify, sort, divide, and read one-syllable and multisyllabic words</li> <li>Read sight words fluently</li> <li>Write letters correctly</li> <li>Write words using knowledge of phonograms and spelling patterns</li> <li>Guided spelling activities to transfer new reading skills to writing</li> </ul>	<ul style="list-style-type: none"> <li>Utilize comprehension strategies while reading</li> <li>Ask and answer questions while reading and explain strategies used to understand a text</li> <li>Read (or listen to) a wide variety of text types</li> <li>Utilize a variety of strategies (context clues, picture clues) to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Read increasingly Challenging text with fluency, accuracy, and understanding</li> <li>Utilize comprehension skills</li> <li>Build reading stamina</li> <li>Extend application through independent practice</li> </ul>	<ul style="list-style-type: none"> <li>Connect reading text analysis by responding in writing</li> <li>Write increasingly complex connected sentences using a variety of structures</li> <li>Utilize the writing process to publish final works</li> <li>Participate in writing conferences and set goals to monitor learning</li> </ul>
Resources	<ul style="list-style-type: none"> <li>GESD Phonics Continuum (UFLI, ReadyGEN, 95%, Blevins)</li> <li>PAF Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>SAVVAS ReadyGEN</li> <li>Paired Passages</li> </ul>	<ul style="list-style-type: none"> <li>SAVVAS ReadyGEN</li> <li>Guided Reading Bookroom</li> <li>Jan Richardson Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>PAF Writing Instruction</li> <li>Thinking Maps/Write from the Beginning</li> <li>SAVVAS ReadyGEN</li> </ul>

## Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

## Foundational Calendar

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Phonemic Awareness (PA)</b> <ul style="list-style-type: none"> <li>Heggerty Lessons 1-8</li> </ul> <b>Phonics (P)</b> <ul style="list-style-type: none"> <li>Lower case letter recognition</li> <li>Upper case letter recognition</li> <li>Consonant Letter Sound               <ul style="list-style-type: none"> <li>m, s, t, p, f, n, d, c, g</li> </ul> </li> <li>Short Vowel Letter Sound               <ul style="list-style-type: none"> <li>a, i, o, u</li> </ul> </li> <li>CVC Blending               <ul style="list-style-type: none"> <li>short a, i</li> </ul> </li> <li>Nasalized a               <ul style="list-style-type: none"> <li>am, an</li> </ul> </li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 words</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Lowercase and Uppercase letters               <ul style="list-style-type: none"> <li>m, s, t, p, f, n, d, c, g, a, e, i, o, u</li> </ul> </li> <li>Write initial and final sounds when give the medial vowel in CVC</li> <li>Write Name</li> </ul>	<b>Phonemic Awareness (PA)</b> <ul style="list-style-type: none"> <li>Heggerty Lessons 9-17</li> </ul> <b>Phonics (P)</b> <ul style="list-style-type: none"> <li>Lower and Upper case letter recognition</li> <li>Consonant Letter Sound               <ul style="list-style-type: none"> <li>b, k, h, r, l, w, j, y, x, qu, v, z</li> </ul> </li> <li>Short Vowel Letter Sound               <ul style="list-style-type: none"> <li>e</li> </ul> </li> <li>CVC Blending               <ul style="list-style-type: none"> <li>all vowels</li> </ul> </li> <li>Two sounds of final s (/s/, /z/)</li> <li>Initial Blends other than l</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 additional words</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Lowercase and Uppercase letters               <ul style="list-style-type: none"> <li>m, s, t, p, f, n, d, c, g, a, e, i, o</li> <li>b, k, h, r, l, w, j, y, x, qu, v, z, e</li> </ul> </li> <li>Write CVC words</li> </ul>	<b>Phonemic Awareness (PA)</b> <ul style="list-style-type: none"> <li>Heggerty Lessons 18-25</li> </ul> <b>Phonics (P)</b> <ul style="list-style-type: none"> <li>Blending with short vowel review</li> <li>Final Blends</li> <li>FLSZ Spelling Rule</li> <li>Glued sounds               <ul style="list-style-type: none"> <li>all, oll, ull</li> </ul> </li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 additional words</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Write CVC words</li> </ul>	<b>Phonemic Awareness (PA)</b> <ul style="list-style-type: none"> <li>Heggerty Lessons 26-34</li> </ul> <b>Phonics (P)</b> <ul style="list-style-type: none"> <li>Digraphs               <ul style="list-style-type: none"> <li>sh, ch, wh, th, ck, wh, ph</li> </ul> </li> <li>Glued sounds               <ul style="list-style-type: none"> <li>ing, ink</li> </ul> </li> <li>Review blending in phrases, sentences, and paragraphs</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>25 additional words</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Write CVC words</li> </ul>
Rolling Assessments			
<b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Orally identify syllables in a word</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Name 13 of the 26 upper and lowercase letters</li> <li>Orally produce initial sound of 13 of the 26 letters</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 words</li> </ul>	<b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Orally identify the medial sound in a word</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Name all upper and lowercase letters</li> <li>Orally produce initial sound of all 26 letters</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 more words</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Read to a NSGR Running Record level C</li> <li>Apply blending by reading sound-by-sound or whole word nonsense words</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 more words</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Read to a NSGR Running Record level D</li> <li>Apply blending by reading whole word nonsense words</li> </ul> <b>High Frequency Words</b> <ul style="list-style-type: none"> <li>Master 25 more words</li> </ul>
Phonics Lesson Supports			
<b>From Phonics to Reading</b> Lessons 1-13 <b>UFLI</b> Lessons 1-16	<b>From Phonics to Reading</b> Lessons 14-26 <b>UFLI</b> Lessons 17-34	<b>From Phonics to Reading</b> Lessons 27-28 <b>UFLI</b> Lessons 35-43	<b>From Phonics to Reading</b> <b>UFLI</b> Lessons 44-53

**Year Long Standards:**

K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

Standard	Quarter 1 Unit 1 A/B & Unit 2 A	Quarter 2 Unit 2 B & Unit 3 A/B	Quarter 3 Unit 4 A/B & Unit 5 A	Quarter 4 Unit 5 B and Unit 6 A/B
<b>Reading Standards: Foundational Skills</b>				
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>K.RF.1a Follow words from left to right, top to bottom, and page by page.</p> <p>EL.K.RF.2a demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books.</p> <p>K.RF.2c Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the basic features of print.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the basic features of print.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> </ul>		
<p>K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>EL.K.RF.2b Recognize that words are represented by a sequence of letters.</p>	<ul style="list-style-type: none"> <li>• Recognize that spoken words are represented in written language by specific sequence of letters.</li> </ul>			
<p>K.RF.1c Identify that a sentence is made up of a group of words.</p> <p>EL.K.RF.2d Recognize that sentences are made up of separate words and symbols.</p>	<ul style="list-style-type: none"> <li>• Identify that a word is a group of letters</li> <li>• Identify that a sentence is made up of a group of words.</li> </ul>			
<p>K.RF.1d Recognize the difference between a letter and a printed word.</p> <p>EL.K.RF.2e Recognize the difference between a letter and a printed word.</p>	<ul style="list-style-type: none"> <li>• Recognize the difference between a letter and a printed word</li> </ul>			
<p>K.RF.1e Understand that words are separated by spaces in print.</p> <p>EL.K.RF.2f Understand that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> <li>• Identify that a sentence is made up of a group of words.</li> </ul>			

<p>K.RF.1f Recognize and name all upper and lowercase letters of the alphabet.</p> <p>EL.K.RF.2g Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence</p>	<ul style="list-style-type: none"> <li>Recognize and name letters</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name letters</li> </ul>		
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) in a spoken word.</p> <p>K.RF.2a Identify and produce sounds (phonemes) in a spoken word.</p> <p>EL.K.RF.1a Produce all individual phonemes in words using accurate articulation.</p> <p>EL.K.RF.1b Produce initial and final sounds of words using accurate articulation.</p>	<ul style="list-style-type: none"> <li>Identify and produce sound (phoneme) in spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and produce sound (phoneme) in spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and produce sound (phoneme) in spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and produce sound (phoneme) in spoken word.</li> </ul>
<p>K.RF.2b Recognize and produce rhyming words.</p> <p>EL.K.RF.1e Identify rhyming words in response to an oral prompt.</p> <p>EL.K.RF.1d Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.</p>	<ul style="list-style-type: none"> <li>Recognize rhyme in spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyme in spoken word.</li> </ul>		
<p>K.RF.2c Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onset and rimes of single syllable spoken words. Blend spoken phonemes to form one syllable words. (e.g /m/ /a/ /n/).</p> <p>EL.K.RF.1f Segment one-syllable words into its phonemes.</p> <p>EL.K.RF.1g Blend two or three spoken syllables to produce words</p>	<ul style="list-style-type: none"> <li>Count, pronounce, blend, and segment syllables in words.</li> <li>Blend and segment onset and rime of single syllable spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>Count, pronounce, blend, and segment syllables in words.</li> <li>Blend and segment onset and rime of single syllable spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>Blend and segment onset and rime of single syllable spoken words.</li> </ul>	
<p>K.RF.2d Isolate and pronounce the initial, medial vowel (long and short), and final sounds (phonemes) in three-phoneme</p>	<ul style="list-style-type: none"> <li>Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Isolate all long vowel sounds.</li> <li>Distinguish long vowel sound from short vowel sound.</li> </ul>

<p>words. *(This does not include CVCs (Consonant Vowel Consonant) ending with /l/, /r/, or /x/).</p> <p>EL.K.RF.1c Identify the initial and final sounds (not letters) of a spoken word.</p> <p>EL.K.RF.1h Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.</p> <p>EL.K.RF.1i Blend spoken sounds to produce words.</p> <p>EL.K.RF.ij Discriminate between initial, medial, and final spoken sounds within a word.</p> <p>EL.K.RF.1k Produce and blend the initial, medial, and final sounds of grade appropriate words using accurate articulation and pronunciation</p>			<ul style="list-style-type: none"> <li>Isolate and pronounce initial consonant blends within spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>Segment and blend the vowel sounds in words</li> <li>Identify and read words with short and long vowel patterns.</li> </ul>
<p>K.RF.2e Add, substitute and delete individual phonemes in simple one syllable words to make new words.</p> <p>EL.K.RF.1l Produce new words when initial sound(s), including digraphs, are changed (i.e., word families).</p> <p>EL.K.RF.1m Orally form words by substituting simple onsets (/c/) with given rimes (/at/).</p> <p>EL.K.RF.3b Decode a new word when a specific letter is changed, added, or removed.</p>		<ul style="list-style-type: none"> <li>Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>Add, substitute and delete individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
<p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</p>	<ul style="list-style-type: none"> <li>Connect letter sound to written letter form.</li> <li>Identify and read words with sound/written letter forms.</li> </ul>	<ul style="list-style-type: none"> <li>Connect letter sound to written letter form.</li> <li>Identify and read words with sound/written letter forms.</li> </ul>	<ul style="list-style-type: none"> <li>Connect letter sound to written letter form (sh, ch, wh, the, ck)</li> <li>Identify and read words with sound/written letter forms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and read words with sound/written letter forms.</li> </ul>

EL.K.RF.2h Produce letter sounds represented by the single lettered consonants and vowels.				
K.RF.3b Decode regularly spelled closed-syllable words. EL.K.RF.3a Decode common CVC words.	<ul style="list-style-type: none"> <li>Decode regularly spelled closed-syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>Decode regularly spelled closed-syllable words.</li> <li>Decode regularly spelled closed-syllable words with initial blends.</li> </ul>	<ul style="list-style-type: none"> <li>Decode regularly spelled closed-syllable words.</li> <li>Decode regularly spelled closed-syllable words with final blends.</li> </ul>	<ul style="list-style-type: none"> <li>Decode regularly spelled closed-syllable words.</li> </ul>
K.RF.3c Read 50 common high-frequency words by sight from a research-based word list. EL.K.RF.4a Read high frequency words with automaticity in context.	<ul style="list-style-type: none"> <li>Recognize and read high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and read high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and read high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and read high-frequency words</li> </ul>
K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>Identify the sound of the letters that differ in a word.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sound of the letters that differ in a word.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sound of the letters that differ in a word.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sound of the letters that differ in a word.</li> </ul>
K.RF.4 Read emergent-reader texts with purpose and understanding. EL.K.RF.4b Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Read emergent-reader texts with purpose and understanding.</li> </ul>
<b>Writing Standards: Foundational Skills</b>				
K.WF.1 Demonstrate and apply handwriting skills. K.WF.1a Match upper and lower case manuscript letters.	<ul style="list-style-type: none"> <li>Match written letter form.</li> </ul>	<ul style="list-style-type: none"> <li>Match written letter form.</li> </ul>		
K.WF.1b Write upper and lower manuscript letters, with reference to a model.	<ul style="list-style-type: none"> <li>Correctly write in manuscript form upper and lower letters.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly write in manuscript form upper and lower letters.</li> </ul>		
K.WF.1c Write left to right using appropriate spacing between words	<ul style="list-style-type: none"> <li>Demonstrate understanding of the basic features of print.</li> <li>Write words from left to right, top to bottom, and page by page.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the basic features of print.</li> <li>Write words from left to right, top to bottom, and page by page.</li> </ul>		
K.WF.2 Demonstrate and apply sound-letter concepts when writing. K.WF.2a Orally segment the phonemes in any single-syllable, spoken word.	<ul style="list-style-type: none"> <li>Connect letter sound to written letter form.</li> <li>Identify and write words with sound/written letter forms.</li> </ul>	<ul style="list-style-type: none"> <li>Connect letter sound to written letter form.</li> <li>Identify and write words with sound/written letter forms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and write words with sound/written letter forms.</li> </ul>	

K.WF.2b Demonstrate and understand that each syllable is organized around a vowel sound.	<ul style="list-style-type: none"> <li>Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position.</li> <li>Isolate and pronounce initial consonant blends within spoken words.</li> </ul>	
K.WF.3 Know and apply phonics and word analysis skills when encoding words. K.WF.3a Represent phonemes in simple words, using letter-sound relationships.	<ul style="list-style-type: none"> <li>Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position.</li> <li>Isolate and write initial consonant blends within spoken words.</li> </ul>	
K.WF.3b Write or select an initial or final consonant when a medial vowel is provided.		<ul style="list-style-type: none"> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	
K.WF.3c Spell VC (Vowel-Consonant) (e.g., at, in) and CVC Consonant-Vowel-Consonant (e.g., pet, mud) words with short vowel sounds.	<ul style="list-style-type: none"> <li>Associate the short sounds with common spellings (graphemes) for the five major vowels.</li> </ul>	<ul style="list-style-type: none"> <li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> </ul>	<ul style="list-style-type: none"> <li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> </ul>	
K.WF.3d Accurately write grade-level appropriate words, as found in a research-based word list. <i>The sight words can be taught in any order throughout the year.</i>	<ul style="list-style-type: none"> <li>Recognize and write high-frequency words I can see a the on like to went will is it big little my good yes no look he am at me dad in</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and write high-frequency words mom got here not into an as be but many then them these so do you what this an under or are up down</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and write high-frequency words she her make they were with we play one have has him called his from had by words three were go hurt day of said</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and write high-frequency words that these out all read for finds was too come some your very use blue when also each which how their if other about would</li> </ul>
K.WF.3e Attempt phonetic spelling of unknown words.	<ul style="list-style-type: none"> <li>Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position.</li> <li>Isolate and write initial consonant blends within spoken words.</li> </ul>	
<b>Reading Standards for Literature</b>				
K.RL.1 With prompting and support, ask and answer questions about key details in a text. <i>Connects to K.SL.2, K.L.1.c</i> EL.K.S1.I-1 ask and answer questions about key details from a read-aloud, picture book, and oral presentation.	<ul style="list-style-type: none"> <li>Ask (generate) questions about key details in a text.</li> <li>Answer questions about key details in a text.</li> <li>Use details to understand events in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask (generate) questions about key details in a text.</li> <li>Answer questions about key details in a text using words and pictures as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Ask (generate) questions about key details in a text.</li> <li>Answer questions about key details in a text using words and pictures as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about key details in a text.</li> <li>Answer questions about key details in a text using words and pictures as evidence.</li> </ul>



<p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>EL.K.S1.I-2 identify main topics/events from read-alouds, picture books, and oral presentations.</p> <p>EL.K.S1.I-3 retell familiar texts with details.</p>	<ul style="list-style-type: none"> <li>● Retell familiar stories, including key details.</li> <li>● Retell events in a story including key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Retell a familiar story, including key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Retell familiar stories, including key details.</li> <li>● Retell events in a story including key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Retell familiar stories, including key details.</li> </ul>
<p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>EL.K.S1.I-4 identify basic similarities and differences in familiar texts.</p>	<ul style="list-style-type: none"> <li>● Identify and describe a character in a story.</li> <li>● Identify and discuss key details about the setting of a story.</li> <li>● Identify major events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify key details about characters in a story.</li> <li>● Identify key details about the setting of a story.</li> <li>● Identify the major events in a story and the sequence in which they occur.</li> <li>● Identify key details about the major events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe characters and their experiences.</li> <li>● Identify key details that tell about major events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify key details about the characters in a story.</li> <li>● Identify key details about the setting in a story.</li> <li>● Identify key details that tell about major events in a story.</li> </ul>
<p>K.RL.4 With prompting and support ask and answer questions about unknown words in a text.</p> <p>Connects to K.SL.3</p> <p>EL.K.S2.I-1 answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> <li>● Ask and answer questions about unknown words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about unknown words in a text.</li> <li>● Identify word meanings using context (picture clues, surrounding words, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about unknown words in a text.</li> <li>● Identify word meanings using context (picture clues, surrounding words, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about unknown words in a text.</li> <li>● Identify word meanings using context (picture clues, surrounding words, etc.).</li> </ul>
<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.</p>	<ul style="list-style-type: none"> <li>● Recognize common types of texts (e.g. poems).</li> <li>● Identify the front cover, back cover, and title of a book.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize common types of texts (e.g. poems).</li> <li>● Identify the front cover, back cover, and title of a book.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize common types of texts (e.g. poems).</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize common types of texts (e.g., poems).</li> </ul>
<p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<ul style="list-style-type: none"> <li>● Identify the author and illustrator of a story and tell what each does.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the author and illustrator of a story and tell what each does.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the author and illustrator of a story and tell what each does.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the author and illustrator of a story and tell what each does.</li> </ul>
<p>K.RL.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>	<ul style="list-style-type: none"> <li>● Describe the relationship between illustrations and the story in which they appear.</li> <li>● Understand the connection between words and illustrations.</li> <li>● Ask and answer questions about the connection between</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the relationship between illustrations and the story in which they appear.</li> <li>● Understand the connection between words and illustrations.</li> <li>● Ask and answer questions about the connection between</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the relationship between illustrations and the story in which they appear.</li> <li>● Understand the connection between words and illustrations.</li> <li>● Ask and answer questions about the connection between</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the relationship between illustrations and the story in which they appear.</li> <li>● Understand the connection between words and illustrations.</li> <li>● Ask and answer questions about the connection between</li> </ul>

EL.K.S1.I-4 identify basic similarities and differences in familiar texts.	illustrations and words in a story.	illustrations and words in a story.	illustrations and words in a story.	illustrations and words in a story.
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>Compare and contrast elements of two familiar stories.</li> <li>Compare and contrast characters in two familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast adventures and experiences of characters in familiar stories.</li> <li>Compare and contrast characters in two familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast characters in two familiar stories.</li> <li>Compare and contrast adventures and experiences of characters in familiar stories.</li> <li>Compare and contrast elements of two familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast two familiar texts.</li> <li>Compare and contrast key ideas in two texts.</li> </ul>
<b>Reading Standards for Informational Text</b>				
K.RI.1 With prompting and support, ask, and answer questions about key details in a text. <i>Connects to K.SL.2, K.L.1.c</i> EL.K.S1.I-1 ask and answer questions about key details from read-alouds, picture books, and oral presentations.	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Identify key details about a topic in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key details in a text and ask and answer questions about them.</li> </ul>
K.RI.2 With prompting and support, identify the main topic and retell key details of a text. <i>Connects to K.SL.2.</i> EL.K.S1.I-2 identify main topics/events from read-alouds, picture books, and oral presentations. EL.K.S1.I-3 retell familiar texts with details.	<ul style="list-style-type: none"> <li>Identify and discuss the main topic and key details of an informational text.</li> <li>Retell key details of a text that support a main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the main topic and key details of an informational text.</li> <li>Retell key details of a text that support a main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the main topic and key details of an informational text.</li> <li>Retell key details of a text that support a main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the main topic of a text and key details and facts that support the main topic.</li> <li>Retell key details of a text that support a main idea.</li> </ul>
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. EL.K.S1.I-4 identify basic similarities and differences in familiar texts.	<ul style="list-style-type: none"> <li>Describe the connection between two ideas or pieces of information in a text.</li> <li>Describe the connection between two individuals in a text.</li> <li>Ask questions to identify and describe connections between people, events, and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the connection between two events, ideas or pieces of information in a text.</li> <li>Ask questions to identify and describe connections between people, events, and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the connections between individuals, events, ideas, or pieces of information in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and make connections between two individuals, events, ideas, or pieces of information in a text.</li> </ul>
K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. <i>Connects to K.SL.3</i>	<ul style="list-style-type: none"> <li>Ask and answer questions about unknown words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about unknown words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about unknown words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about unknown words in a text.</li> </ul>

EL.K.S2.I-1 answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.				
K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe text features in a book.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the parts and features of a text.</li> </ul>
K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>Identify the author and illustrator of a selection and tell what each does.</li> </ul>	<ul style="list-style-type: none"> <li>Name the author and illustrator of a text and define the role of each.</li> </ul>		
K.RI.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). EL.K.S1.I-4 identify basic similarities and differences in familiar texts.	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations and the text in which they appear.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations and the text in which they appear (How are they related?).</li> <li>Integrate information from text and illustrations to understand key details.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations and the text in which they appear (How are they related?).</li> </ul>	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations/photographs and the text in which they appear (How are they related?).</li> </ul>
K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text. EL.K.S8.I-1 orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.	<ul style="list-style-type: none"> <li>Identify facts an author uses to support points in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons an author gives to support points in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the reasons an author gives to support points in a text.</li> </ul>	
K.RI.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).	<ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two informational texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two informational texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two informational texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two informational texts on the same topic.</li> <li>Compare and contrast the main idea and details of two texts on the same topic.</li> </ul>
<b>Writing Standards</b>				
K.W.1 With guidance and support from adult, use a combination of drawing, dictating, and writing to compose opinion pieces in which		<ul style="list-style-type: none"> <li>Tell an opinion about a topic.</li> <li>Draw a picture and dictate or write a sentence that names the topic of opinion writing.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how opinions can be used in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to state an opinion or preference about a book.</li> </ul>

<p>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., <i>My favorite book is...</i>). (<i>Explain Why Modeled Journal Writing WFTB Expository Manual Pg. 21-43</i>)</p> <p>EL.K.S3.I-2 add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.</p> <p>EL.K.S3.I-3 compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</p> <p>EL.K.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</p> <p>EL.K.S4.I-1 express an opinion or preference using appropriate structure and justification about a variety of topics or stories.</p> <p>EL.K.S8.I-1 orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.</p> <p>EL.K.S9.I-2 use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.</p>		<ul style="list-style-type: none"> <li>● Dictate or write a reason that supports an opinion about a topic.</li> <li>● Recognize why a writer adds details to opinion writing.</li> <li>● Add details to strengthen opinion writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and offer opinions about a text and support for the opinions.</li> <li>● Ask and answer questions and then dictate or write an opinion.</li> <li>● Explore ways to publish opinion writing.</li> <li>● Add a picture to accompany the opinion and reasons in opinion writing.</li> <li>● Dictate or write an opinion in response to a question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>● Dictate or write to tell a reason that supports an opinion.</li> <li>● Recognize opinions in a text.</li> <li>● Recognize how writers use word choice in opinion and narrative writing.</li> <li>● Add pictures or other graphics to accompany the opinion and reasons in opinion writing.</li> </ul>
<p>K.W.2 With guidance and support from adults, 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. (<i>Report Info Modeled Journal Writing WFTB Expository Manual Pg. 37-347</i>)</p>	<ul style="list-style-type: none"> <li>● Draw, dictate, or write to compose informative texts.</li> <li>● Draw, dictate, or write facts about the topic of an informative text.</li> <li>● Recognize why writers add details to informative texts.</li> <li>● Draw, dictate, or write to tell information about an illustration or photograph.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions to share information about a topic.</li> <li>● Draw, dictate, or write questions about a topic.</li> <li>● Use descriptive details to tell about a topic.</li> <li>● Compare and contrast when supplying information about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a picture and dictate or write a sentence that names the topic of informative/explanatory writing.</li> <li>● Use facts and details to tell about the topic of an informative/explanatory text.</li> <li>● Write questions about informative/explanatory texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw, dictate, or write to compose informative texts.</li> <li>● Discuss how to name the topic of an informative text.</li> <li>● Draw a picture of the topic.</li> <li>● Write the title and an informational sentence about the topic.</li> <li>● Research information for informative/explanatory writing.</li> </ul>

<p>EL.K.S3.I-3 compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</p> <p>EL.K.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</p> <p>EL.K.S9.I-2 use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.</p>		<ul style="list-style-type: none"> <li>• Write labels to tell about photographs and illustrations in a text.</li> <li>• Dictate or write a sentence about an object and its use.</li> <li>• Recognize <i>why</i> a writer adds details to an informative/explanatory text.</li> <li>• Add a picture to accompany the words in an informative/explanatory text.</li> <li>• Use a combination of drawing, dictating, and writing to supply information about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Write answers to questions about informative/explanatory texts.</li> <li>• Compare and contrast when supplying information about a topic.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize facts and details that supply information about the topic of an informative/explanatory text.</li> <li>• Compare and contrast when supplying information about a topic.</li> <li>• Use describing words and phrases to tell information about a topic.</li> </ul>
<p>K.W.3 With guidance and support from adults, 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.</p> <p>(<i>Narrative Modeled Journal Writing, WFTB Narrative Manual, Pg, 17-32</i>)</p> <p>EL.K.S3.I-3 compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</p> <p>EL.K.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</p> <p>EL.K.S9.I-2 use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.</p>	<ul style="list-style-type: none"> <li>• Recognize details about characters in a story.</li> <li>• Draw and dictate or write details about a setting, character, or event in a story.</li> <li>• Add details to strengthen writing about a setting.</li> <li>• Recognize why a writer adds details to a narrative.</li> <li>• Recognize, tell, describe, and draw a story's characters, setting, and events and retell the events in order.</li> <li>• Tell, dictate, and/or write about a character's reactions to an event in a story.</li> <li>• Tell about characters' actions in stories.</li> <li>• Use a combination of drawing, dictating, and writing to narrate events in a story and provide a reaction to what happened.</li> <li>• Use a combination of drawing, dictating, and writing to tell about then and now.</li> <li>• Dictate or write to narrate an event.</li> <li>• Write or draw to narrate events in order.</li> <li>• Recognize and use the features of a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to plan a narrative story.</li> <li>• Use a combination of drawing, dictating, or writing to retell the details of a story.</li> <li>• Recognize details about story events.</li> <li>• Use a combination of drawing, dictating and writing to narrate events in a story and provide a reaction to what happened.</li> <li>• Dictate or write details about major events in a story.</li> <li>• Use a combination of drawing, dictating, and writing to narrate a single event.</li> <li>• Tell about a character's reactions in a story.</li> <li>• Dictate or write about a character's reaction to an event.</li> <li>• Use a combination of drawing, dictating, and writing to retell key events in order.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about a character's experiences.</li> <li>• Dictate or write to retell events in a story in a sequence.</li> <li>• Draw and dictate or write about an event.</li> <li>• Identify a character's reaction in a narrative text.</li> <li>• Dictate or write to narrate an event and provide a reaction to what happened.</li> <li>• Recognize why a writer adds details to a narrative.</li> <li>• Add details to a narrative.</li> <li>• Dictate or write to retell story events using details.</li> <li>• Dictate or write about a character's reaction to an event.</li> <li>• Use a combination of dictating and writing to narrate events in order and provide a reaction to what happened.</li> <li>• Recognize details about story events in the order in which they occurred.</li> <li>• Tell about a character's reactions in a story.</li> <li>• Tell about events in the order in which they occurred.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Recognize the importance of details in narrating a story.</li> <li>● Dictate or write to add details to a personal narrative.</li> </ul>		<ul style="list-style-type: none"> <li>● Use a combination of drawing, dictating, and writing to narrate several loosely linked events.</li> <li>● Use a combination of drawing, dictating, and writing to tell a narrative.</li> <li>● Dictate or write to compare and contrast adventures and experiences of characters.</li> </ul>	
<p>K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>EL.K.S3.I-3 compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</p> <p>EL.K.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>
<p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>EL.K.S5.I-1 respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> <li>● Add details to strengthen writing in an informative text.</li> <li>● Respond to questions and suggestions from peers and add details to strengthen writing.</li> <li>● Add details to strengthen a story.</li> <li>● Dictate or write to add details to a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>● Add details to strengthen writing as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Add details to improve opinion writing task.</li> <li>● Revise and edit opinion writing to strengthen and clarify the writing.</li> <li>● Respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>● Add details to strengthen writing as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Add a fact or detail to strengthen writing.</li> <li>● Revise an opinion text by adding details to strengthen writing.</li> </ul>
<p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>EL.K.S6.I-1 participate in conversations and discussions about a variety of topics with diverse partners.</p> <p>EL.K.S6.I-2 follow rules for discussion about a variety of topics.</p>	<ul style="list-style-type: none"> <li>● Use technology to produce and publish writing and to collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology to produce and publish writing and to collaborate with others.</li> <li>● Explore ways to publish an informative/explanatory text.</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology to produce and publish writing and to collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology to produce and publish writing and collaborate with others.</li> <li>● Explore ways to publish opinion writing.</li> </ul>

<p>K.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>EL.K.S7.I-1 recall and record information from experience or use information from provided sources to answer a question with increasing control.</p> <p>EL.K.S7.I-2 participate in shared research and writing projects by evaluating and communicating findings.</p>	<ul style="list-style-type: none"> <li>• Participate in a shared narrative writing task.</li> <li>• Participate in a shared informative/explanatory writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a shared opinion writing task.</li> <li>• Participate in a shared narrative writing task.</li> <li>• Participate in a shared informative/expository writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a shared narrative writing task.</li> <li>• Participate in a shared informative/explanatory writing task.</li> <li>• Participate in a shared informative/explanatory research and writing task.</li> <li>• Participate in a shared research project.</li> <li>• Participate in a shared opinion writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a shared informative/explanatory writing task.</li> <li>• Participate in a shared research project.</li> <li>• Participate in a shared opinion writing task.</li> </ul>
<p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>EL.K.S7.I-1 recall and record information from experience or use information from provided sources to answer a question with increasing control.</p> <p>EL.K.S7.I-2 participate in shared research and writing projects by evaluating and communicating findings.</p>	<ul style="list-style-type: none"> <li>• Gather information to answer a question.</li> <li>• With guidance and support from adults, recall information from experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Research or gather information about a topic from provided sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from provided sources.</li> <li>• With guidance and support from adults, gather information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Find information about a topic.</li> <li>• Gather information about a topic from sources and take notes.</li> <li>• Gather information from provided sources.</li> </ul>
<b>Language Standards</b>				
<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>K.L.1a Use frequently occurring nouns and verbs.</p> <p>EL.K.S10.I-1 use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Identify and use frequently occurring nouns and verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use frequently occurring nouns and verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use frequently occurring nouns and verbs.</li> <li>• Identify and use common nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use frequently occurring nouns and verbs.</li> </ul>
<p>K.L.1b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<ul style="list-style-type: none"> <li>• Form regular plural nouns by adding s.</li> <li>• Form regular plural nouns by adding –es.</li> </ul>			<ul style="list-style-type: none"> <li>• Form regular plural nouns orally by adding –s.</li> <li>• Form regular plural nouns orally by adding –es.</li> </ul>

EL.K.S10.I-1 use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.				
K.L.1c Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ). K:S10-I-1: use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities. EL.K.S10.I-2 ask and answer interrogatives (wh- questions) in shared language activities.	<ul style="list-style-type: none"> <li>Understand and use questions words (interrogative).</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use questions words (interrogative).</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use questions words (interrogative).</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use questions words (interrogative).</li> </ul>
K.L.1d Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i> ). EL.K.S10.I-1 use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.		<ul style="list-style-type: none"> <li>Use frequently occurring prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>Use frequently occurring prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>Use the most frequently occurring prepositions.</li> </ul>
K.L.1e Produce and expand complete sentences in shared language activities. EL.K.S10.I-3 produce and expand simple sentences in shared language activities.	<ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>Produce and expand sentences to tell more.</li> </ul>
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. K.L.2a Capitalize the first word in a sentence and the pronoun I. EL.K.S3.I-3 compose short written texts using appropriate conventions about a variety of topics, experiences, or events. EL.K.S3.I-4 produce writing with appropriate organization about a	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>Capitalize the first word in a sentence.</li> <li>Capitalize the pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the convention of standard English capitalization, punctuation, and spelling.</li> <li>Capitalize the pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>Print short sentences using correct uppercase and lowercase letters.</li> <li>Capitalize the first word in a sentence and the pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> </ul>



variety of topics, experiences, or events.				
K.L.2b Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>● Recognize, name, and use end punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>● Recognize, name, and use end punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>● Recognize, use and name end punctuation.</li> </ul>
<p>K.L.5 With guidance and support from adults, explore word relationship and nuances in word meanings.</p> <p>K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>EL.K.S2.I-1 answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> <li>● Sort objects, pictures, and words into categories.</li> </ul>	<ul style="list-style-type: none"> <li>● Sort objects, pictures, and words into categories.</li> </ul>	<ul style="list-style-type: none"> <li>● Sort objects, pictures, and words into categories</li> <li>● Sort story words into categories.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify people, places, and things in a story and sort the words into categories.</li> </ul>
K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to the antonyms.	<ul style="list-style-type: none"> <li>● Demonstrate understanding of frequently occurring adjectives and verbs by relating them to the antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand words by relating them to their antonyms.</li> </ul>		
K.L.5c Identify real-life connections between words and their use (e.g. note places at school that are <i>colorful</i> ).	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use within a text.</li> </ul>
K.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.	<ul style="list-style-type: none"> <li>● Distinguish shades of meaning among verbs.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish shades of meaning among verbs describing the same general action.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish shades of meaning among verbs describing the same general action.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish shades of meaning among verbs describing the same general action.</li> </ul>
<p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>EL.K.S5.I-2 demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom.</p>	<ul style="list-style-type: none"> <li>● Use words acquired from texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use words acquired from texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use words and phrases acquired from texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use words and phrases acquired from texts.</li> </ul>

## Speaking and Listening Standards

<p>K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  <b>EL.K.S6.I-1 participate in conversations and discussions about a variety of topics with diverse partners.</b></p> <p>K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  <b>EL.K.S6.I-2 follow rules for discussion about a variety of topics.</b></p>	<ul style="list-style-type: none"> <li>Follow the agreed-upon rules for discussion, including taking turns, speaking, and listening to others.</li> </ul>	<ul style="list-style-type: none"> <li>Continue a conversation.</li> <li>Follow the agreed-upon rules for discussion, including taking turns, speaking, and listening to others.</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom discussion rules, including taking turns, speaking, and listening to others.</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom discussion rules, including taking turns, speaking, and listening to others.</li> </ul>
<p>K.SL.1b. Continue a conversation through multiple exchanges.  <b>EL.K.S6.I-3 ask and answer questions about a variety of grade-appropriate topics.</b></p>	<ul style="list-style-type: none"> <li>Continue a discussion through multiple exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations and continue the conversations through multiple exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Continue a conversation through multiple exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Continue a conversation through multiple exchanges.</li> </ul>
<p>K.SL.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.  <b>EL.K.S1.I-1 ask and answer questions about key details from read-alouds, picture books, and oral presentations.</b>  <b>EL.K.S2.I-1 answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</b>  <b>EL.K.S6.I-3 ask and answer questions about a variety of grade-appropriate topics.</b></p>	<ul style="list-style-type: none"> <li>Confirm understanding of a text by asking and answering questions about key details.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm understanding by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm understanding of a text by asking and answering questions about key details and requesting clarification.</li> <li>Confirm understanding of information presented orally or through other media by asking and answering questions and requesting clarification.</li> </ul>	

<p>K.SL.3 Ask and answer questions in order to help, get information, or clarify something that is not understood.</p> <p>EL.K.S8.I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.</p>	<ul style="list-style-type: none"> <li>● Ask questions to clarify something that is not understood.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions during a discussion in order to seek help, get information, or clarify something that is not understood.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions during a discussion in order to seek help, get information, or clarify something that is not understood.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions in order to clarify something that is not understood.</li> </ul>
<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>EL.K.S3.I-1: make simple oral presentations about a variety of topics, experiences, or events.</p> <p>EL.K.S7.I-2 participate in shared research and writing projects by evaluating and communicating findings.</p> <p>EL.K.S9.I-1 describe/ express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.</p>	<ul style="list-style-type: none"> <li>● Describe familiar people, things and events and provide details.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe familiar people, things and events and provide details.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe familiar people, things and events and provide details.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe familiar people, places, things, and events and provide details.</li> </ul>
<p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>EL.K.S3.I-2 add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> <li>● Add drawing or other visuals to provide additional detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Add drawing or other visuals to provide additional detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Add drawing or other visuals to provide additional detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Add drawing or other visuals to provide additional detail.</li> </ul>
<p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>EL.K.S4.I-1 express an opinion or preference using appropriate structure and justification about a variety of topics or stories.</p> <p>EL.K.S5.I-1 respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> <li>● Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>● Speak audibly and express thoughts and ideas clearly.</li> <li>● Express thoughts and ideas clearly in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Speak audibly and express thoughts and ideas clearly.</li> <li>● Express thoughts and ideas clearly in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Speak audibly and express thoughts and ideas clearly.</li> <li>● Express thoughts and ideas clearly in a discussion.</li> </ul>

EL.K.S5.I-2 demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom. EL.K.S9.I-1 describe/ express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.				
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Quarter Taught					Essential Standards
1	2	3	4		Reading Literature:
X	X	X	X		K.RL.1 With prompting and support, ask and answer questions about key details in a text.
X	X	X	X		K.RL.2 With prompting and support, retell familiar stories, including key details.
X	X	X	X		K.RL.3 With prompting and support, identify characters, settings, and major events in a story.
X	X	X	X		K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
					Reading Informational Text:
X	X	X	X		K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
					Reading Foundations:
X	X				K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.1a Follow words from left to right, top to bottom, and page by page.
X					K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.
X					K.RF.1c Identify that a sentence is made up of a group of words.
X					K.RF.1d Recognize the difference between a letter and a printed word.
X					K.RF.1e Understand that words are separated by spaces in print.
X	X				K.RF.1f Recognize and name all upper and lowercase letters of the alphabet.
X	X	X	X		K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.RF.2a Identify and produce sounds (phonemes) in a spoken word.
X	X				K.RF.2b Recognize and produce rhyming words.
X	X	X			K.RF.2c Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).
X	X	X	X		K.RF.2d Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)
X	X	X	X		K.RF.3 Know and apply phonics and word analysis skills in decoding words. K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.
X	X	X	X		K.RF.3b Decode regularly spelled closed-syllable words.
X	X	X	X		K.RF.3c Read 50 common high-frequency words by sight from a research-based word list.
X	X	X	X		K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
					Writing Foundations:
X	X				K.WF.1 Demonstrate and apply handwriting skills. K.WF.1a Match upper and lower case manuscript letters.
X	X				K.WF.1b Write upper and lower manuscript letters, with reference to a model.
X	X				K.WF.1c Write left to right using appropriate spacing between words.
X	X	X			K.WF.2 Demonstrate and apply sound-letter concepts when writing. K.WF.2a Orally segment the phonemes in any single-syllable, spoken word.
X	X	X			K.WF.2b Demonstrate and understand that each syllable is organized around a vowel sound.
X	X	X			K.WF.3 Know and apply phonics and word analysis skills when encoding words. K.WF.3a Represent phonemes in simple words, using letter-sound relationships.
	X	X			K.WF.3b Write or select an initial or final consonant when a medial vowel is provided.
X	X	X			K.WF.3c Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.
					Writing:

X	X	X	X	K.W.2 With guidance and support from adults, 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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Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.
X	X	X	X	K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
X	X	X	X	K.RL.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).
X	X	X	X	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
X	X	X	X	K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.
				Reading Informational Text:
X	X	X	X	K.RI.1 With prompting and support, ask and answer questions about key details in a text.
X	X	X	X	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
X	X	X	X	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
X	X	X	X	K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
X	X			K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
X	X	X	X	K.RI.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).
X	X	X		K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.
X	X	X	X	K.RI.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).
X	X	X	X	K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.
				Reading Foundations:
	X	X	X	K.RF.2e Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
X	X	X	X	K.RF.4 Read emergent-reader texts with purpose and understanding.
				Writing Foundations:
X	X	X	X	K.WF.3d Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under Word Lists in the ELA Glossary.)
X	X	X		K.WF.3e Attempt phonetic spelling of unknown words.
				Writing:
	X	X	X	K.W.1 With guidance and support from adults, 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..).
X	X	X		K.W.3 With guidance and support from adults, 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.
X	X	X	X	K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
X	X	X	X	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
X	X	X	X	K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
X	X	X	X	K.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
X	X	X	X	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
				Language:
X	X	X	X	K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

				K.L.1a Use frequently occurring nouns and verbs.
X			X	K.L.1b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
X	X	X	X	K.L.1c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	X	X	X	K.L.1d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
X	X	X	X	K.L.1e Produce and expand complete sentences in shared language activities.
X	X	X	X	K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.L.2a Capitalize the first word in a sentence and the pronoun I.
X	X		X	K.L.2b Recognize and name end punctuation.
X	X	X	X	K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
X	X			K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.
X	X	X	X	K.L.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
X	X	X	X	K.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
X	X	X	X	K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Speaking and Listening:				
X	X	X	X	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).
X	X	X	X	K.SL.1b Continue a conversation through multiple exchanges.
X	X	X		K.SL.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.
X	X	X	X	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
X	X	X	X	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
X	X	X	X	K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
X	X	X	X	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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Glendale Elementary School District

23-24

# Kindergarten

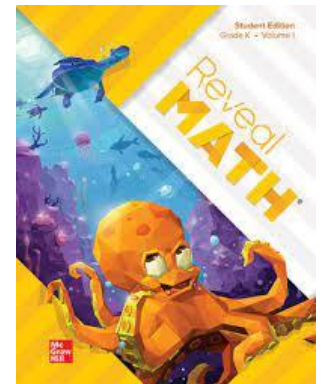
## MATHEMATICS PACING GUIDE

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**By the end of Kindergarten, students will be able to...**

- **Develop competency with counting and the relationship to quantity.**
  - Students use numbers, including written numerals, to represent quantities such as counting objects in a set; counting out a given number of objects; comparing sets or numerals and recognizing the cardinalities of small sets of objects.
- **Develop an understanding of addition and subtraction and understand various strategies for addition and subtraction within 10.**
  - Students use numbers including written numerals to represent and solve quantitative problems. Students choose, combine, and apply effective strategies to solve problems. They will model simple joining and separating situations with sets of objects or eventually with equations. Kindergarten students should see addition and subtraction equations; student writing of equations is encouraged but not required.
- **Develop place value understanding of whole numbers through 19.**
  - Students work with quantities through 10 by finding two smaller quantities to compose a larger quantity. In addition, they determine the quantity needed to make 10 when given a quantity 0-9. Students compose and decompose numbers 11-19, with a focus on ten and some more ones, as a foundation for place value understanding.
- **Fluently add and subtract within 5.**



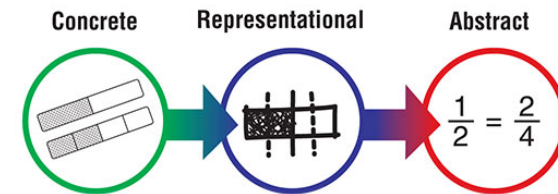
The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.



## Scope and Sequence Quick Links

- [Table 1: Common Addition and Subtraction Problem Types/Situations.1](#)
- [Comprehensive Mathematics Block \(90 minutes\)](#)

## Collaborative Team Planning Support Links



Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online (Login on HelloID SS Page)	ESGI Rolling Assessment Blueprint	<a href="#">Pocket PD: By GESD for GESD</a>	<a href="#">Virtual Manipulatives</a>
<a href="#">Math Flip Book</a>	<a href="#">ESGI Tutorials &amp; Supports</a>	<a href="#">Learning Cycle PDF</a>	<a href="#">Virtual/Technology Tools</a>
Van De Walle Supports		<a href="#">Number Talks</a>	<a href="#">Curriculum and Instruction Support Website</a>
Arizona Department of Education <a href="#">Math Website</a>		<a href="#">Mathematical Practices:</a> Explained by Grade Level	

## Arizona Mathematics Standards (adopted December 2016)

### What the Arizona Mathematics Standards Are

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-1
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based

### Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

### Critical Areas

*In Kindergarten, instructional time should focus on two critical areas:*

- 1. Develop competency with counting and cardinality.**
- 2. Develop understanding of addition and subtraction and strategies for addition and subtraction within 10.**

**More learning time in Kindergarten should be devoted to quantity and number than to other topics.**

- (1) Students use numbers, including written numerals, to represent quantities such as counting objects in a set; counting out a given number of objects; comparing sets or numerals and recognizing the cardinalities of small sets of objects.
- (2) Students use numbers including written numerals to represent and solve quantitative problems. Students choose, combine, and apply effective strategies to solve problems. They will model simple joining and separating situations with sets of objects or eventually with equations. Kindergarten students should see addition and subtraction equations; student writing of equations is encouraged but not required.

*The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years.*

## Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics.  
Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.

		Teacher Actions	Student Actions	Resources Utilized
<b>FLUENCY (15 minutes)</b> <i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		<ul style="list-style-type: none"> <li>Model mental math strategies</li> <li>Think aloud math strategies</li> <li>Question using a variety of DOK levels</li> <li>Explicitly teach appropriate mathematical strategies and formulas</li> <li>Provide feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>Utilize mental math strategies</li> <li>Write out strategies to show procedural knowledge</li> <li>Answer a variety of DOK 1-4 questions</li> <li>Share mathematical strategies and thinking</li> <li>Use feedback to set goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Number Talks</li> <li>Reveal Math</li> <li>Socratic Seminar</li> <li>Turnaround Problem (answer given, students come up with question)</li> </ul>
<b>WHOLE GROUP INSTRUCTION (25 minutes)</b>	<b>Conceptual Understanding</b> <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i> <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;">OR</div>	<ul style="list-style-type: none"> <li>Explicitly teach academic vocabulary</li> <li>Explicitly model the thinking and strategy used</li> <li>Guide students through practicing the use of the strategy and offer specific feedback</li> <li>Guide students through independent practice with appropriate tools</li> <li>Ask a variety of DOK 1-4 questions throughout instruction</li> <li>Intentional spiral review implementing previous skills learned</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies to learn the academic vocabulary and use it in discussions</li> <li>Utilize the appropriate strategy to solve the problem</li> <li>Use feedback to redirect actions as needed</li> <li>Practice the strategies and skills using the appropriate tools</li> <li>Answer a variety of DOK 1-4 questions</li> <li>Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)</li> </ul>	<ul style="list-style-type: none"> <li>Reveal Math</li> <li>Mathematical Practice standards (as appropriate for lesson)</li> </ul>
	<b>Problem Solving</b> <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none"> <li>Pose problem/situation</li> <li>Scaffold independent practice with think-aloud</li> <li>Label strategies used</li> <li>Intentional spiral review implementing previous skills learned</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the problem/situation</li> <li>Utilize knowledge of appropriate strategies and skills to determine next steps</li> <li>Label strategies used</li> <li>Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)</li> </ul>	<ul style="list-style-type: none"> <li>Reveal Math</li> <li>Van de Walle</li> </ul>
<b>SMALL GROUP INSTRUCTION (40 minutes)</b> <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none"> <li>Identify skill gaps of students using ongoing assessments</li> <li>Prompt and reinforce mathematical behaviors</li> <li>Model math strategies and the flexibility to choose between strategies</li> <li>Create groups by Skill, Concept, or Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Practice foundational math skills</li> <li>Monitor comprehension and select strategies to increase understanding</li> <li>Extend grade level understanding and link to upcoming standards</li> </ul>	<ul style="list-style-type: none"> <li>Reveal Math supplements</li> <li>Kathy Richardson</li> <li>Van de Walle</li> <li>Do the Math</li> <li>Do the Math Now</li> </ul>
<b>COGNITIVE CLOSURE (10 minutes)</b> <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none"> <li>Summarize and synthesize the learning process and skills obtained</li> <li>Connect the concepts, skills, or strategies to a real world application</li> <li>Connect the concepts, skills, or strategies to other learning through transfer</li> <li>Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize and synthesize the learning process and skills obtained</li> <li>Reflect on the learning process and connect the learning to a real world application</li> <li>Complete an End-of-Lesson Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exit tickets</li> <li>Math Journals</li> <li>Common Formative Assessments</li> </ul>

## Year-at-a-Glance

Mathematical Practices – To be embedded into every lesson				
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.			5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
<div>Key:</div> <div>➡ Grade-Level Guaranteed Standards</div> <div>Essential Standards</div> <div>Supporting Standards</div>				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	
<div>Unit 1: Math is...</div> <div>Unit 2: Numbers to 5</div> <div>➡ K.CC.A.3</div> <div>K.CC.B.4</div> <div>➡ K.CC.C.6</div> <div>➡ K.CC.C.7</div> <div>Embed: K.CC.B.5</div> <div>Unit 3: Numbers to 10</div> <div>➡ K.CC.A.3</div> <div>K.CC.B.4</div> <div>➡ K.CC.C.6</div> <div>K.CC.C.7</div> <div>Unit 4: Sort, Classify, and Count Objects</div> <div>K.MD.B.3</div>	<div>Unit 5: 2-Dimensional Shapes</div> <div>K.G.A.1</div> <div>K.G.A.2</div> <div>Unit 9: Numbers 11 to 15</div> <div>➡ K.CC.A.3</div> <div>K.CC.B.4</div> <div>➡ K.NBT.A.1</div> <div>➡ K.NBT.B.2</div> <div>Unit 10: Numbers 16-19</div> <div>➡ K.CC.A.3</div> <div>K.CC.B.4</div> <div>➡ K.NBT.A.1</div> <div>➡ K.NBT.B.2</div>	<div>Unit 6: Understand Addition</div> <div>K.OA.A.1</div> <div>K.OA.A.2</div> <div>Unit 7: Understand Subtraction</div> <div>K.OA.A.1</div> <div>K.OA.A.2</div> <div>Unit 8: Addition &amp; Subtraction Strategies</div> <div>K.OA.A.1</div> <div>K.OA.A.3</div> <div>K.OA.A.4</div> <div>➡ K.OA.A.5</div>	<div>Unit 11: 3-Dimensional Shapes</div> <div>K.G.A.1</div> <div>K.G.A.2</div> <div>K.G.A.3</div> <div>Unit 12: Count to 100</div> <div>➡ K.CC.A.1</div> <div>K.CC.A.2</div> <div>K.CC.B.5</div> <div>Unit 13: Analyze, Compare, and Compose Shapes</div> <div>K.G.A.3</div> <div>K.G.B.4</div> <div>K.G.B.5</div> <div>K.G.B.6</div> <div>Unit 14: Compare Measurable Attributes</div> <div>K.MD.A.1</div> <div>K.MD.A.2</div>	
<div>Spiral Review</div> <div>➡ K.CC.A.1 to 100 10</div> <div>K.CC.B.4</div>	<div>Spiral Review</div> <div>Spiral Review</div> <div>➡ K.CC.A.1 to 100 25</div> <div>K.CC.B.4</div> <div>➡ K.CC.C.6</div>	<div>Spiral Review</div> <div>➡ K.CC.A.1 to 100 50</div> <div>K.CC.B.4</div> <div>K.OA.A.2</div>	<div>Spiral Review</div> <div>➡ K.CC.A.1</div> <div>K.CC.B.4</div> <div>K.OA.A.2</div>	

**Quarter 1 Unit 1: Math is...**

What does it mean to do math?

Choose activities to support your mathematicians to create goals and a growth mindset for the school year.

**Quarter 1 Unit 2: Numbers to 5**  
How do I count, show, and compare numbers?

**Arizona Standards and Suggested Learning Targets**

<p>➡ <b>K.CC.A.3</b> Write numbers from <del>0-20</del> 0-5. Represent a number of objects with a written numeral <del>0-to-20</del> 0 to 5 (with 0 representing a count of no objects).</p>	<p><b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only number name and each number name with one and only object (one-to-one correspondence).</li> <li>Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they are counted (cardinality).</li> <li>Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).</li> </ol>	<p>➡ <b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (include groups with up to 5 objects).</p>	<p><b>K.CC.C.7</b> Compare two numbers between 0 and 5 presented as written numerals.</p>
<ul style="list-style-type: none"> <li>★ Greater than less than</li> <li>★ Compare numbers to 5</li> <li>★ Equal groups to 5</li> <li>★ Write numbers 0 to 5</li> <li>★ Write the number that represents a given number of objects from 0-5</li> </ul>	<ul style="list-style-type: none"> <li>★ Represent quantities using numbers (0-5)</li> <li>★ Represent numbers using quantities (0-5)</li> <li>★ Say the number names in order while matching each object with a number when counting objects</li> <li>★ Identify numbers from 1-5 in sequence understanding that each successive number name is referring to an amount that is larger.</li> <li>★ Articulate the relationship between numbers and objects in a group of up to 5</li> </ul>	<ul style="list-style-type: none"> <li>★ Compare two groups and determine which group is greater than (within 5)</li> <li>★ Compare two groups and determine which group is less than (within 5)</li> <li>★ Compare two groups and determine if groups are equal (within 5)</li> <li>★ Use one on one correspondence to determine if groups are equal to each other.</li> <li>★ Justify that two groups are equal by using one on one matching correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>★ Compare two written numbers to determine if they are greater than, less than, or equal to each other</li> </ul>

**Q1 Spiral Review:** ➡ **K.CC.A.1** Count to ~~100~~ 10 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)

**GESD PROVIDED RESOURCES:** 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9 ★ Flipbook: Pg. 7-13 ★ Supplement with Developing Number Concepts Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Bags, connecting cubes, counters, signs showing cubes, spinner, *number cards* 0-10, baskets, *dot cards* 1-5 Teaching resource, classroom objects placed in bags, *one more* teaching resource.

**Quarter 1 Unit 3: Numbers to 10**  
How do I count, show, compare, and write numbers?

**Arizona Standards and Suggested Learning Targets**

<p>➡ <b>K.CC.A.3</b> Write numbers from 0-10. Represent a number of objects with a written numeral 0 to 10 (with 0 representing a count of no objects).</p>	<p><b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality. d. When counting objects, say the number names in the standard order, pairing each object with one and only number name and each number name with one and only object (one-to-one correspondence). e. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they are counted (cardinality). f. Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).</p>	<p>➡ <b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (include groups with up to 10 objects).</p>	<p><b>K.CC.C.7</b> Compare two numbers between 0 and 10 presented as written numerals.</p>
<p>★ Write numbers 0 to 10 ★ Write the number that represents a given number of objects from 0-10</p>	<p>★ Represent quantities using numbers (0-10) ★ Represent numbers using quantities (0-10) ★ Write numerals to 10 and represent a number of objects with a written numeral ★ Use one on one correspondence and counting to compare two groups ★ Identify numbers from 1 to 10 in sequence understanding that each successive number name is referring to an amount that is one larger ★ Count groups of objects to 10, regardless of their arrangement, and recognize the numerals 8 and 9 ★ Understand the relationship between numbers and quantities when using objects and illustrations to count 10</p>	<p>★ Compare two groups and determine which group is greater than (within 10) ★ Compare two groups and determine which group is less than (within 10) ★ Compare two groups and determine if groups are equal (within 10)</p>	<p>★ Compare two written numbers to determine if they are greater than, less than, or equal to each other</p>

**Q1 Spiral Review:** ➡ **K.CC.A.1** Count to 10 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 3-1 3-2 3-3 3-4 3-5 3-6 3-9 3-8 3-9 3-10 3-11 3-12 ★ Flipbook: Pg. 7-13 ★ Supplement with *Developing Number Concepts Book 1* Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** connecting cubes, counters, bags, small classroom objects, Dot Cards 1-10 Teaching Resource, Ten Frame Teaching Resource, Number Cards 6-10 Resource, One More Teaching Resources, crayons, containers, finger paint, tactile materials, boxes

**Quarter 1 Unit 4: Sort, Classify, and Count Objects**  
How can I use attributes to sort a collection of objects?

**Arizona Standards and Suggested Learning Targets**

K.MD.B.3

Classify objects into given categories; count the number in each category and sort the categories by count (limit category counts to be less than or equal to 10).

- ★ Describe similarities and differences of objects using the words alike and different
- ★ Identify which objects go into groups according to the attribute using adjectives that relate to size, color, and shape
- ★ Identify the number of objects in sorted groups by counting
- ★ Describe sorted groups based on attributes and number by describing shape, size, color and number

**Q2 Spiral Review:** **K.CC.A.3** Write numbers from ~~0-20~~ 0-5. Represent a number of objects with a written numeral ~~0-to-20-0~~ to 5 (with 0 representing a count of no objects).

★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10) ★ **K.CC.A.1** Count to ~~100~~ 10 by ones and tens.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 4-1 4-2 4-3 4-4 ★ Flipbook: 7-13 ★ *Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 116, 8.2, 8.3, Pgs. 117-118 8.4, 8.5, 8.6*

**MANIPULATIVES:** Attribute blocks, connecting cubes, containers, 2 part Sorting Mat, connecting cubes in 5 different colors, 3-Part Sorting Mat, pattern blocks, manipulative with similar colors to pattern books



**Quarter 2 Unit 5: 2-Dimensional Shapes**  
How can I identify 2-dimensional shapes?

**Arizona Standards and Suggested Learning Targets**

<b>K.G.A.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>K.G.A.2</b> Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).
★ Describe objects using the names of shapes and relative position	★ Identify, name, and describe triangles ★ Identify , name, and describe squares and rectangle ★ Identify, name, and describe hexagons ★ Identify, name, and describe circles
<b>Q2 Spiral Review:</b> <b>K.CC.C.6</b> – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.) ★ <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10) ★ <b>K.CC.A.1</b> Count to <del>400</del> 10 by ones and tens.	
<b>GESD PROVIDED RESOURCES:</b> Reveal Math Lesson 5-1, 5-2, 5-3, 5-4, 5-5 ★ Flipbook: Pg. 7-13 ★ Supplement with <i>Developing Number Concepts Book 1</i> Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22	
<b>MANIPULATIVES:</b> Objects shaped like triangles, squares, rectangle, attribute blocks, blank paper, cut outs of various shapes	

Notes/Reflection:

## Quarter 2 Unit 9: Numbers 11-15

How can I represent, make, and decompose numbers 11 to 15?

### Arizona Standards and Suggested Learning Targets

<b>K.CC.A.3</b> <b>Write numbers from 0-20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).</b>	<b>K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings, and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., <math>18 = 10 + 8</math>).</b>
<ul style="list-style-type: none"> <li>★ Represent the numbers 11, 12, and 13 by counting out objects, drawings, and equations</li> <li>★ Represent the numbers 14 and 15 by counting out objects, drawings, and writing corresponding number</li> </ul>	<ul style="list-style-type: none"> <li>★ Make the numbers 11, 12, and 13 by counting out objects, drawings, and equations</li> <li>★ Decompose the numbers 11, 12, and 13 by counting out objects, drawings, and equations</li> <li>★ Make the numbers 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations</li> </ul>
<b>Q2 Spiral Review:</b> <b>K.CC.C.6</b> – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.) ★ <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10) ★ <b>K.CC.A.1</b> Count to <del>400</del> 10 by ones and tens.	
<b>GESD PROVIDED RESOURCES:</b> Reveal Math Lesson 9-1 9-2 9-3 9-4 9-5 9-6 ★ Flipbook: Pg. 7-13 ★ Supplement with <u>Developing Number Concepts</u> Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22	
<b>MANIPULATIVES:</b> Bags, connecting cubes, counters,cups, Double Ten-Frames TR, Number bond 3 TR, Small objects	

## Quarter 2 Unit 10: Numbers 16 to 19

How can I represent, make, and decompose numbers 16 to 19?

### Arizona Standards and Suggested Learning Targets

#### ➡ K.CC.A.3

Write numbers from ~~0-20~~ 0-20. Represent a number of objects with a written numeral ~~0-to-20~~ 0 to 20 (with 0 representing a count of no objects).

K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings, and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g.,  $18 = 10 + 8$ ).

- ★ Represent the numbers 16 and 17 by counting our objects and writing corresponding number
- ★ Represent the numbers 18 and 19 by counting our objects and writing corresponding number

- ★ Make the numbers 16 and 17 as ten ones and some ones using concrete objects, drawings and equations
- ★ Decompose the numbers 16 and 17 as ten ones and some ones using concrete objects, drawings and equations
- ★ Make the numbers 18 and 19 as ten ones and some ones using concrete objects, drawings and equations
- ★ Decompose the numbers 18 and 19 as ten ones and some ones using concrete objects, drawings and equations

**Q2 Spiral Review:** K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.) ★ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10) ★ K.CC.A.1 Count to ~~100~~ 10 by ones and tens.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 10-1 10-2 10-3 10-4 10-5 10-6 ★ Flipbook: Pg. 7-13 ★ Supplement with Developing Number Concepts Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Crayons or markers, connecting cubes, counters, double Ten Frames TR, Number Bond 3 TR,

**Quarter 3 Unit 6: Understand Addition**  
How can I solve addition word problems?

**Arizona Standards and Suggested Learning Targets**

**K.OA.A.1**  
Represent addition and subtraction concretely.  
See [Table 1](#).

**K.OA.A.2**  
Solve addition and subtraction word problems and add and subtract within 10.  
See [Table 1](#).

★ Solve add to put together addition problems

- ★ Represent addition as adding to a number
- ★ Represent addition word problems as adding to a number
- ★ Represent addition as putting two numbers together
- ★ Represent addition word problems as putting two numbers together
- ★ Solve add to and together addition problems

**Q3 Spiral review:** ➡ **K.CC.A.1** Count to 50 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
★ **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 6-1 6-2 6-3 6-4 6-5 ★ Flipbook: 7-13 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 116, 8.2, 8.3, Pgs. 117-118 8.4, 8.5, 8.6

**MANIPULATIVES:** Counters, connecting cubes, Equation Symbol Cards TR, Number Cards TR, number cube

Notes/Reflection:

**Quarter 3 Unit 7: Understand Subtraction**  
How can I solve subtraction word problems?

**Arizona Standards and Suggested Learning Targets**

**K.OA.A.1**

**Represent addition and subtraction concretely.**

See [Table 1](#).

**K.OA.A.2**

**Solve addition and subtraction word problems and add and subtract within 10.**

See [Table 1](#).

- ★ represent take apart problems
- ★ represent and solve take from problems
- ★ represent and solve subtraction problems
- ★ solve take from and put together/take apart problems

- ★ represent subtraction word problems by taking from a number
- ★ represent and solve subtraction problems
- ★ solve take from and put together/take apart problems

**Q3 Spiral Review:** ➡ **K.CC.A.1** Count to 50 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
★ **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10.


**GESD PROVIDED RESOURCES:** Reveal Math Lesson 7-1 7-2 7-3 7-4 7-5 ★ Flipbook: Pg. 15, 17


**MANIPULATIVES:** counters, cups, *Equation Symbol Cards* Teaching Resource, *Number Cards 0-10* Teaching Resource, number cubes, small toys, crayons, number cubes 0-5

### Quarter 3 Unit 8: Add within 5

How can I make and decompose numbers in more than one way?

#### Arizona Standards and Suggested Learning Targets

<b>K.OA.A.1</b> <b>Represent addition and subtraction concretely.</b> See <a href="#">Table 1</a> .	<b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).	<b>K.OA.A.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, or equation).	 <b>K.OA.A.5</b> <b>Fluently add and subtract within 10.</b>
★ Compose 6 & 7 in different ways ★ Compose 8 & 9 in different ways	★ compose 6 & 7 in different ways ★ Compose 10 in different ways ★ Compose 8 & 9 in different ways	★ Compose 10 in different ways and find different number combinations for 10	★ Solve addition and subtraction equations within 5

**Q3 Spiral Review:**  **K.CC.A.1** Count to 50 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
 ★ **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 8-1 8-2 8-3 8-4 8-5 8-6 8-7 8-8 ★ Flipbook: Pg. 7-13 ★ Supplement with *Developing Number Concepts Book 1 Kathy Richardson* Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Cards with subtraction and addition, connecting cubes, counters, number path teaching, ten-frame teaching, index cards, number-bond 3 teaching, small objects (eg., buttons, pencils, cubes), cups, strips of paper, number path teaching

**Quarter 4 Unit 11: 3-Dimensional Shapes**  
How can I identify 3-dimensional shapes?

**Arizona Standards and Suggested Learning Targets**

<p><b>K.G.A.2</b> Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).</p>	<p><b>K.G.A.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p><b>K.G.A.1</b> <b>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</b></p>
<p>★ Identify ,name, and describe cubes ★ Identify ,name, and describe- spheres ★ Identify ,name, and describe- cylinders ★ Identify ,name, and describe- cones</p>	<p>★ Identify shapes as 2-dimensional or 3 -dimensional</p>	<p>★ Describe objects using the names of shapes and their relative position</p>

**Q4 Spiral Review:** ➡ **K.CC.A.1** Count to 10 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
★ **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 11-1 11-2 11-3 11-4 11-5 11-6 ★ Flipbook: Pg. 7-13 ★ Supplement with Developing Number Concepts Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Connecting cubes, attribute blocks, wooden geometric solids or other 3-dimensional shapes, cube-shaped classroom objects, wooden geometric cubes, spherical objects in classroom, wooden geometric sphere, cone, and cylinder, objects representing geometric shapes,

## Quarter 4 Unit 12: Count to 100

How do I count to 100 by 1s and by 10s?

### Arizona Standards and Suggested Learning Targets

#### ➡ K.CC.A.1

Count to 100 by ones and tens.

#### K.CC.A.2

Count forward from a given number other than one, within the known sequence (e.g., “Starting at the number 5, count up to 11.”).

#### ➡ K.CC.B.5

Count to answer questions about “How many?” when 20 10 or fewer objects are 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 to 20, count out that many objects.

- ★ Count by ones to 50
- ★ Count by ones to hundred
- ★ Count by 10’s to 100

- ★ Count to ones to hundred
- ★ Count forward from any number to 100

- ★ Count up to 20 objects, regardless of arrangement or the order in which they were counted

**Q4 Spiral Review:** ➡ K.CC.A.1 Count to 10 by ones and tens. ★ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
★ K.OA.A.2 Solve addition and subtraction word problems and add and subtract within 10.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 12-1 12-2 12-3 12-4 12-5 ★ Flipbook: Pg. 7-13 ★ Supplement with Developing Number Concepts Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Connecting cubes, counters, index cards, *number chart* 0-100 TR, baskets, *number chart* 1-50 TR, crayons



## Quarter 4 Unit 13: Analyze, Compare, and Compose Shapes

How can I tell how shapes are alike and different?

### Arizona Standards and Suggested Learning Targets

<p>K.G.B.4 Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length).</p>	<p>K.G.B.6 Use simple shapes to form composite shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>	<p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.</p>	<p><b>K.G.A.1</b> <b>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</b></p>
<p>★ Compare and contrast 2-dimensional shapes based on defining attributes ★ Compare and contrast 3-dimensional shapes based on defining attributes</p>	<p>★ Use flat shapes to form larger shapes</p>	<p>★ Draw 2-dimensional shapes ★ Build 3 dimensional shapes</p>	<p>★ Identify real world objects that are shaped like cubes, cones, spheres, and cylinders</p>

**Q4 Spiral Review:** ➡ **K.CC.A.1** Count to 10 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
★ **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 13-1 13-2 13-3 13-4 13-5 13-6 ★ Flipbook: Pg. 7-13 ★ Supplement with Developing Number Concepts Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Spinners, index cards, Attribute blocks, drawing tools, bag, number cubes 1-6, real world objects shaped like geometric solids, wooden geometric, solids, 3 dimensional shapes, clay,

### Quarter 4 Unit 14: Compare Measurable Attributes

How can I describe and compare the length, height, weight, and capacity of objects?

#### Arizona Standards and Suggested Learning Targets

K.MD.A.1

Describe measurable attributes of a single object (e.g., length and weight).

K.MD.A.2

Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).

*For example, directly compare the height of two children and describe one child as taller/shorter*

★ Describe an object by measurable attributes, including length, height, weight, and capacity

- ★ Compare the length of two objects by aligning the ends of the objects and determining which object is longer
- ★ Given drawings of two objects students identify which object is longer
- ★ Compare the height of two objects by aligning the ends of the objects and determining which object is taller
- ★ Given drawings of two objects students identify which object is taller
- ★ Compare the weight of two objects by aligning the ends of the objects and determining which object is heavier
- ★ Given drawings of two objects students identify which object is heavier
- ★ Compare the capacity of two objects by filling each with a set quantity of water/sand and determining which object holds more
- ★ Given drawings of two objects students identify which object greater capacity

**Q4 Spiral Review:** ➡ **K.CC.A.1** Count to 10 by ones and tens. ★ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (0-10)  
★ **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10.

**GESD PROVIDED RESOURCES:** Reveal Math Lesson 14-1 14-2 14-3 14-4 14-5 ★ Flipbook: Pg. 7-13 ★ Supplement with *Developing Number Concepts* Book 1 Kathy Richardson Pg. 45 1-16, Pgs. 50-53 1-21, 1-22

**MANIPULATIVES:** Cups different sizes, objects that can be described by lengths, height, weight, and capacity, connecting cubes, objects of different sizes, building blocks, balance scale, beans, masking tape, objects that can be used to compare weights, small paper cups, buckets or tubs, cups of different sizes, objects of different capacities.






**Table 1: Common Addition and Subtraction Problem Types/Situations.<sup>1</sup>**

	Result Unknown	Change Unknown	Start Unknown
<b>Add to</b>	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
<b>Take from</b>	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown <sup>2</sup>
<b>Put Together / Take Apart<sup>3</sup></b>	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
<b>Compare</b>	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?  (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

<sup>1</sup>Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

<sup>2</sup>These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results* in but always does mean *is the same quantity as*.

<sup>3</sup>neither addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

Quarter Taught				Essential Standards (  Grade Level Guaranteed Standards)
1	2	3	4	Counting and Cardinality (CC):
X	X	X	X	 <b>K.CC.A.1</b> – Count to 100 by ones and by tens.
			X	<b>K.CC.A.2</b> – Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").
X	X			 <b>K.CC.A.3</b> – Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).
X	X	X	X	<b>K.CC.B.4</b> – Understand the relationship between numbers and quantities; connect counting to cardinality. 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 (one-to-one correspondence). 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 (cardinality). c. Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).
X			X	<b>K.CC.B.5</b> – Count to answer questions about “How many?” when 20 or fewer objects are 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 to 20, count out that many objects.
X	X			 <b>K.CC.C.6</b> – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)
X				<b>K.CC.C.7</b> – Compare two numbers between 0 and 5 presented as written numerals.
				Operations and Algebraic Thinking (OA):
		X		<b>K.OA.A.1</b> – Represent addition and subtraction concretely.
		X	X	<b>K.OA.A.2</b> – Solve addition and subtraction word problems and add and subtract within 10.
				Number and Operations in Base Ten (NBT):
	X			 <b>K.NBT.A.1</b> – Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., $18 = 10 + 8$ ).
				Geometry (G):
	X		X	<b>K.G.A.1</b> – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Quarter Taught				Supporting Standards
1	2	3	4	Operations and Algebraic Thinking (OA):
		X		K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).
		X		K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, or equations).
		X		⇒K.OA.A.5 – Fluently add and subtract within 5.
				Number and Operations in Base Ten (NBT):
	X			⇒K.NBT.B.2 – Demonstrate understanding of addition and subtraction within 10 using place value.
				Measurement and Data (MD):
			X	K.MD.A.1 – Describe measurable attributes of a single object (e.g., length and weight).
			X	K.MD.A.2 – Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).
	X			K.MD.B.3 – Classify objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)
				Geometry (G):
	X		X	K.G.A.2 – Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).
			X	K.G.A.3 – Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
			X	K.G.B.4 – Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length).
			X	K.G.B.5 – Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.
			X	K.G.B.6 – Use simple shapes to form composite shapes.

Glendale Elementary School District

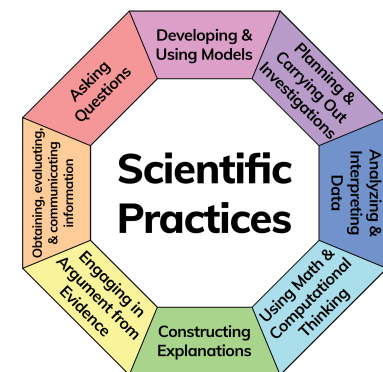


# 23-24 Kindergarten

## SCIENCE PACING GUIDE

### ***Focus on Patterns; Structure and Function***

By the end of Kindergarten, students learn to use their senses to help them make observations and predictions about the world around them. In this grade level, students will investigate how the senses detect light and sound, observe weather patterns and their influences on plants and animals, and differentiate between systems and structures of living and non-living things. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, use evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in Kindergarten focus on helping students understand phenomena through the crosscutting concepts of patterns and structure and function.



## Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The Kindergarten Arizona Standards are covered through the NGSS standards within the Kinder-2nd grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, Kinder-2nd grade students will have received the needed curriculum.

The pacing for science content is recommended to be taught within a 4-5 week block and then alternated with Social Studies to ensure that both are taught each quarter. The FlexTrack B pacing (found in each lesson's *Lesson at a Glance*) is recommended to support meeting this timeline.

Key: T-Teacher Edition

<a href="#"><u>QUARTER 1</u></a>	<a href="#"><u>QUARTER 2</u></a>	<a href="#"><u>QUARTER 3</u></a>	<a href="#"><u>QUARTER 4</u></a>
<b><u>Living Things</u></b> <b>Plants and Animals</b> K.L2U1.8	<b><u>Our Changing World</u></b> <b>Changes to the Environment</b> K.L1U1.6 K.L1U1.7  <b>Protect Earth</b> K.L1U1.6 K.L1U1.7	<b><u>Weather and the Sun</u></b> <b>Weather</b> K.E1U1.3 K.E1U1.4  <b>The Sun and Earth's Surface</b> K.E1U1.3 K.E1U1.4	<b><u>Make Things Move</u></b> <b>Forces and Motion</b> K.P2U1.1 K.P2U2.2
Need Collaborative Kit Refill Materials: <a href="#">CLICK HERE</a> to Order			

## Quarter 1: Living Things

Length of Study: 20 days

K.L2U1.8.	Observe, ask questions, and explain the differences between the characteristics of living and non-living things
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Analyzing and Interpreting Data; Developing and Using Models</li> <li>★ <b>DCI</b> Natural Resources; Organization for Matter and Energy Flow in Organisms</li> <li>★ <b>CCC</b> Patterns; Systems and System Models</li> </ul>
<b>Unit 1: Living Things</b> <b>Big Idea:</b> How plants and animals live and grow in different places?	<b>GESD Resources:</b>
	<b>Module 1: Plants and Animals</b> Module Opener - Discover the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Living and Nonliving (T7), Lesson 2 - Plant and Animal Survivals (T19), Lesson 3 - Places Plants Live (T31), Lesson 4 - Places Animals Live (T41), STEM Module Project - Make a Habitat (T55), Module Wrap Up - Revisit the Phenomenon (T57) <a href="#">Materials Inventory</a>



## Quarter 2: Our Changing World

Length of Study: 20 days

K.L1U1.6	Obtain, evaluate, and communicate information about how organisms use different body parts for survival.
K.L1U1.7	Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.
<b>Three-Dimensional Learning:</b>	<b>Three-Dimensional Learning:</b> The following SEPs, DCIs, and CCCs build to the Module Performance Expectations <ul style="list-style-type: none"> <li>★ <b>SEP</b> Asking Questions and Defining Problems; Developing and Using Models; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information</li> <li>★ <b>DCI</b> Natural Resources; Human Impacts on Earth Systems; Defining and Delimiting Engineering Problems; Developing Possible Solutions</li> <li>★ <b>CCC</b> Cause and Effect; Systems and System Models</li> </ul>
<b>Unit 2: Our Changing World</b> <b>Big Idea:</b> How do living things cause changes to their environment?  <b>Big Idea:</b> How can people help protect land, air, and water?	<b>GESD Resources:</b>
	<b>Module 1: Changes to the Environment</b> Module Opener - Discover The Phenomenon (T2), STEM Connection- What does a Landscape Architect do? (T4), Lesson 1 - Plants Change Their Environment (T7), Lesson 2 - Animals Change Their Environment (T19), Lesson 3 - People Change Their Environment (33), STEM Module Project - Engineering Challenge-Design a Beaver Dam (T49), Module Wrap Up - Rediscover The Phenomenon (T51) <a href="#">Materials Inventory</a>
	<b>GESD Resources:</b>
	<b>Module 2: Protect Earth</b> Module Opener - Discover The Phenomenon , STEM Connection- What does an Ocean Engineer do? (T52), Lesson 1 - Natural Resources (T57), Lesson 2 - Reduce, Reuse, Recycle (T69), STEM Module Project - Engineering Challenge-New Tools from Old Things (T83), Module Wrap Up - Rediscover The Phenomenon (T85) <a href="#">Materials Inventory</a>

<b>Quarter 3: Weather and the Sun</b> <b>Length of Study: 4 weeks</b>	
K.E1U1.3	Observe, record, and ask questions about temperature, precipitation, and other weather data to identify patterns or changes in local weather.
K.E1U1.4	Observe, describe, ask questions, and predict seasonal weather patterns; and how those patterns impact plants and animals (including humans).
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Asking Questions and Defining Problems; Analyzing and Interpreting Data; Developing and Using Models; Obtaining, Evaluating, and Communicating Information</li> <li>★ <b>DCI</b> Weather and Climate; Natural Hazards; Defining and Delimiting Engineering Problems; Developing Possible Solutions</li> <li>★ <b>CCC</b> Cause and Effect; Patterns; Structure and Function</li> </ul>
<b>Unit 3: Weather and the Sun</b> <b>Big Idea:</b> What is the weather like today? What do I need to know about weather to stay safe?  <b>Big Idea:</b> What does the Sun do?	<b>GESD Resources:</b>
	<b>Module: Weather</b> Module Opener - Discover The Phenomenon (T3), STEM Connection- What Does a Meteorologist Do? (T4), Lesson 1 - Describe Weather (T7), Lesson 2 - Weather Patterns (T19), Lesson 3 - Forecast Weather (T33), Lesson 4 - Severe Weather (T45), STEM Module Project - Make a Forecast (T61), Module Wrap Up - Rediscover The Phenomenon (T63) <a href="#">Materials Inventory</a>
	<b>GESD Resources:</b>
	<b>Module: The Sun and Earth's Surface</b> Module Opener - Discover The Phenomenon (T65), STEM Connection- What does an Architectural Drafter Do? (T66), Lesson 1 - Sunlight on Earth's Surface (T69), Lesson 2 - Protection from the Sun (T81), Module Project - Design a Structure to Make Shade (T95), Module Wrap Up - Rediscover The Phenomenon (T97) <a href="#">Materials Inventory</a>

## Quarter 4: Make Things Move

Length of Study: 4 weeks

K.P2U1.1	Investigate how senses can detect light, sound, and vibrations even when they come from far away; use the collected evidence to develop and support an explanation.
K.P2U2.2	Design and evaluate a tool that helps people extend their senses.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Analyzing and Interpreting Data; Asking Questions and Defining Problems; Planning and Carrying Out Investigations</li> <li>★ <b>DCI</b> Forces and Motion; Types of Interactions; Relationship Between Energy and Forces; Defining and Delimiting an Engineering Problems</li> <li>★ <b>CCC</b> Cause and Effect</li> </ul>
<p style="text-align: center;"><b>Unit 4: Make Things Move</b> <b>Big Idea:</b> How do objects move?</p>	<b>GESD Resources:</b>
	<p><b>Module: Forces and Motion</b>            Module Opener - Discover The Phenomenon (T3), STEM Connection- What does an Automotive Engineer Do? (T4), Lesson 1 - Pushes and Pulls (T7), Lesson 2 - Directions and Speed (T19), Lesson 3 - When Object Collide (T31), STEM Module Project - Design a Way to Change an Object's Direction (T45), Module Wrap Up - Rediscover The Phenomenon (T47)  <a href="#">Materials Inventory</a></p>

**Core Ideas for Knowing Science:***Physical Science*

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

*Earth and Space Science*

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

*Life Science*

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

**Core Ideas for using Science:**

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

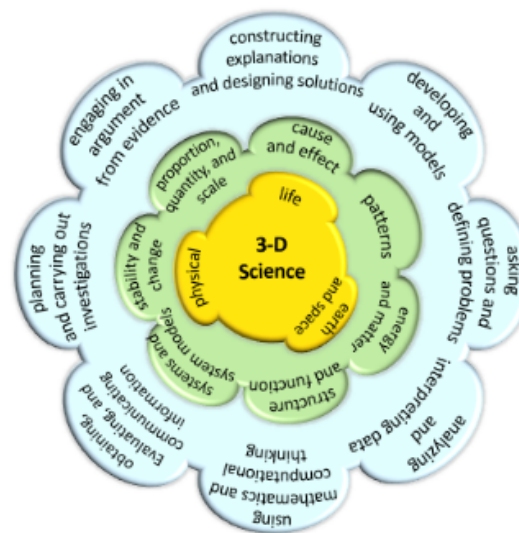
**Science and Engineering Practices:**

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

**Crosscutting Concepts:**

- [Patterns](#)
- [Cause and Effect](#)
- [Scale, Proportion, and Quantity](#)
- [Systems and System Models](#)
- [Energy and Matter](#)
- [Structure and Function](#)
- [Stability and Change](#)

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.



## Disciplinary Literacy in Science

Disciplinary literacy in science focuses on how reading, writing, speaking, and listening are used to develop sense-making in science. It emphasizes content knowledge, experiences and skills, and the ability to acquire new knowledge that experts within science disciplines use to apply and generate new knowledge.

Standard	ELA	Rationale
These ELA standards help students gather and combine more than 1 source of information (evidence from text) that can be used to support their reasoning as they develop basic understanding of science phenomena. Being able to read and interpret scientific and technical text is a fundamental practice of science and engineering.	RI.1 RI.2 RI.3	Key Ideas and Details standards can be applied to help students: <ul style="list-style-type: none"> <li>• Use text to find answers to relevant science questions or problems.</li> <li>• Follow a written lab protocol or sequence of steps.</li> <li>• Connect formation from text to background knowledge.</li> <li>• Determine which information is important to answering scientific questions.</li> <li>• Pay attention to details in text and when reading/collecting data from scientific instruments.</li> <li>• Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.</li> <li>• Interpret and evaluate data, evidence, and scientific reasoning.</li> <li>• Provide an accurate and objective summary or conclusion.</li> </ul>
These ELA standards help students use scientific language during investigations, observations of science phenomena, reading texts, and classroom discussions. Scientific and technical text often contains a variety of text structures, visual representations, and vocabulary that has a very specific meaning. Reading text structures that embed bullets, data, images, captions, and non-linguistic representations is a fundamental practice of science and engineering.	RI.4 RI.5 RI.6	Craft and Structure standards can be applied to help students: <ul style="list-style-type: none"> <li>• Use strategies (context clues, restatement, examples) to determine the meaning of words and phrases in the text.</li> <li>• Use context to determine meanings of words and compare how vocabulary may be used differently in a science context compared to non-science contexts.</li> <li>• Identify different structures within a text (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• Identify information in pictures, diagrams and other visual representations; explain why the author used them instead of paragraph text.</li> <li>• Identify when an author is making a scientific claim, and the evidence and reasoning used to support their claim.</li> <li>• Use the information in text to answer questions, and support reasoning and conclusions.</li> </ul>
These ELA standards help students integrate scientific knowledge and ideas when obtaining, evaluating, and communicating information. Students integrate information to evaluate the validity and reliability of ideas, methods, claims, and designs. They use this knowledge to generate their own questions about scientific phenomena or to identify solutions to design problems.	RI.7 RI.8 RI.9	Integration of Knowledge and Ideas standards can be applied to help students: <ul style="list-style-type: none"> <li>• Use information from multiple sources, including lab investigations, to answer a scientific question.</li> <li>• Use multiple sources or formats of information related to the same science concept and explain whether these representations provide similar levels of detail.</li> <li>• Locate the claim, evidence, and reasoning in scientific explanations and arguments.</li> <li>• Identify explanations and arguments that are supported by evidence and determine why some evidence is relevant to a scientific question and some is not.</li> <li>• Distinguish between explanations that account for all gathered evidence and those that do not.</li> <li>• Explain how specific images (e.g., a diagram showing how a machine works or a labeled drawing of animal parts) contribute to and clarify a text.</li> </ul>
This ELA standard requires that students engage with different lengths, structures, types, and complexities of science text, appropriate for their grade level. Reading science texts requires a set of discipline-specific skills and strategies. Science texts use scientific vocabulary and present information in multiple formats.	RI.10	Implementation strategies for this standard are embedded in the previous reading examples. Students in science classrooms often read at different levels of proficiency, and even the same student may read at different levels based on text structures or format. Teachers should understand the complexity of the text provided to students and implement appropriate strategies to support student conceptual understanding of science phenomena.
These ELA standards help students write in formats that are typically found in science contexts or may be specific for their content area. Typically, only formal science writing is written in passive/third person	W.1 W.2 W.3	Text Types and Purposes standards can be applied to help students: <ul style="list-style-type: none"> <li>• Record thoughts, ideas, sketches, or collected data in science notebooks to be used as evidence or to support reasoning.</li> <li>• Identify arguments that are supported by evidence and determine why some evidence is relevant to a scientific question and some is not.</li> </ul>

voice. In science, focus is shifted from stating personal opinions to using evidence to support an explanation or scientific argument. Students use evidence and reasoning to defend scientific claims and explanations, or methods for collecting data and evidence. It is critical that students know how to incorporate appropriate visual representations to support the scientific explanations and arguments they write.		<ul style="list-style-type: none"> <li>• Distinguish between explanations that account for all gathered evidence and those that do not.</li> <li>• Construct an explanation with evidence to support a claim and distinguish between opinions and evidence in one's own explanations.</li> <li>• Write formal or informal texts. The product may include notebook entries, observations, functional text, or visual displays of data.</li> <li>• Produce science writing in a voice appropriate for the type of writing and the audience.</li> <li>• Write step-by-step procedures for experiments that are detailed enough that others would be able to repeat the procedure and achieve the same results.</li> <li>• Communicate information, solutions, or design ideas with others using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas</li> </ul>
These ELA standards help students develop scientific writing appropriate for task, purpose and audience.	W.4 W.5 W.6	<p>Production and Distribution of Writing standards can be applied to help students:</p> <ul style="list-style-type: none"> <li>• Develop and strengthen writing; focus on purpose and audience.</li> <li>• Incorporate peer or adult feedback of drafts into writing; the writing process and review of drafts can be used for any writing assignments within the science classroom.</li> <li>• Use technology (keyboarding skills) to interact and collaborate with others as a way of sharing ideas.</li> <li>• Integrate drawings or other visual representations of information to support text.</li> </ul>
These ELA standards help students synthesize multiple texts, observations, or experiments to answer questions, gather information, reason about the evidence, and communicate findings or conclusions. Final communication products typically follow a formal writing style (documenting or publishing procedures, investigation designs, explanations of models, and research) and are written in academic or passive/third person voice.	W.7 W.8	<p>Research to Build and Present Knowledge standards can be applied to help students:</p> <ul style="list-style-type: none"> <li>• Participate in shared research and writing projects (e.g., read books on a single topic to produce a report; record science observations).</li> <li>• Use and combine information from multiple sources to construct claims, evidence, and explanations.</li> <li>• Gather relevant information from a variety of credible print and digital sources to answer a question.</li> <li>• Recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Use evidence from informational texts (e.g., encyclopedias, credible websites, experts, news articles, textbooks, trade books) to support claims, analyses, reflections, and/or research.</li> </ul>
These ELA standards help students engage in scientific conversations to gather and evaluate information. Engaging in scientific discourse communities to collaborate and build comprehension is a fundamental practice of science and engineering.	SL.1 SL.2 SL.3	<p>Comprehension and Collaboration standards can be applied to help students:</p> <ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, small groups, teacher-led, digitally) to express their own ideas clearly and build on others' ideas.</li> <li>• Listen actively to others' explanations or arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points.</li> <li>• Distinguish between opinions and evidence in the speaker's explanations or arguments.</li> <li>• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a science topic or issue.</li> </ul>
These ELA standards help students engage in scientific conversations to informally share ideas and develop understanding of scientific phenomena and provide a formal way to present information appropriate to the audience and task. Engaging in scientific discourse communities to communicate understanding and findings is a fundamental practice of science and engineering.	SL.4 SL.5 SL.6	<p>Presentation of Knowledge and Ideas standards can be applied to help students:</p> <ul style="list-style-type: none"> <li>• Discuss science questions, information, results, and supporting evidence with a partner or small group; speak clearly and in a sequence so listeners can follow the line of thinking and reasoning.</li> <li>• Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence and listen actively to others' comments that indicate agreement or disagreement based on evidence.</li> <li>• Engage in formal presentations to small or large groups of students to share findings and supporting evidence. Presentation should be clear, concise, and logically organized; content and presentation style should be appropriate to purpose, audience, and task.</li> <li>• Communicate scientific information orally, using various forms of print or digital media, pictures, and charts.</li> </ul>



Glendale Elementary School District

# 23-24 Kindergarten



## HISTORY & SOCIAL STUDIES PACING GUIDE

### Kindergarten - Children as Citizens

Through an introduction to civics, geography, economics, and history, students will understand their roles and responsibilities as citizens within their own context. Students will also learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National culture.

- Importance of rules and responsibilities
- Individual roles in a community
- Personal decision-making
- Familiarity with geographic models
- Culture in the home, school, and community
- American symbols, holidays, and traditions

ADE Resources:

[Kindergarten Resources](#)

[Visit ADE Site for more Grade-level Resources](#)



### Year-at-a-Glance

The pacing for history and social sciences content is recommended to be taught within a 4-5 week block and then alternated with Science to ensure that both are taught each quarter.

Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.

Quarter 1	Quarter 2		Quarter 3	Quarter 4	
Chapter 1: Good Citizens K.SP1.1 K.SP1.2 K.SP1.3 K.SP2.1 K.SP3.1 K.C1.1 K.C1.2 K.C2.1 K.C2.2 K.C4.1 K.C4.2 K.H1.1 K.H2.1 K.H4.2 9/11 Observance Day <a href="#">ADE Resources</a> <a href="#">9/11 Museum Resources</a> Civics Celebration Week (9/17-9/25) <a href="#">ADE Resources</a>	Chapter 2: Our World K.SP1.1 K.SP2.1 K.SP3.1 K.C1.2 K.C1.3 K.C2.1 K.C2.2 K.C4.1 K.G1.1 K.G1.2 K.G2.1 K.H1.1 K.H2.1 K.H4.2	Chapter 3: Our Country K.SP1.1 K.SP1.2 K.SP2.1 K.SP3.1 K.C1.1 K.C1.2 K.C1.3 K.C2.1 K.C2.2 K.G1.1 K.G1.2 K.H1.1 K.H2.1 K.H4.1 K.H4.2	Chapter 4: Life Long Ago and Today K.SP1.1 K.SP1.2 K.SP1.3 K.SP2.1 K.SP3.1 K.C1.1 K.C1.2 K.C1.3 K.C2.1 K.E2.1 K.G1.1 K.G1.2 K.H1.1 K.H4.1 K.H4.2	Chapter 5: All About Work K.SP1.1 K.SP1.2 K.SP1.3 K.SP3.1 K.C1.1 K.C1.2 K.C2.1 K.C4.1 K.C4.2 K.E2.1 K.E2.2 K.G1.2 K.H2.1 K.H4.2	Online Chapter: Explore Arizona K.SP1.1 K.SP1.2 K.C2.2 K.G1.1 K.G1.2 K.H1.1 K.H4.2



Quarter 1	
<b>GESD Resource: Impact Social Studies</b> <b>Chapter 1: Good Citizens</b> <b>Essential Question:</b> How Do People Learn and Work Together? <b>Length of Study:</b> 4 weeks	
Lesson Parts	<b>Content that Matches AZ Standards</b> Remaining lessons and activities are optional
<b>Impact Explore Magazine</b> - Additional Reading to Support the Essential Question: (T17) Helping Others, Let's Put on a Play, Story Time: Playing Together, Songtime: School Rules, Community Law, Take Action! Helping Others	
Engage	Inquiry Project (T6, T10, T82) Explore Words (T8)
Investigate	People You Should Know (T15)
Lesson 1	How Are We Unique? (T18)
Lesson 2	How do People Cooperate? (T30)
Lesson 3	What Are Rules? (T42)
Lesson 4	Why Do We Have Laws? (T56)
Lesson 5	What Does It Mean to Be a Good Citizen? (T68)
Take Action	Connections in Action (T84)

Notes/Reflection:

Quarter 2 GESD Resource: Impact Social Studies			
<b>Chapter 2: Our World</b> <b>Essential Question:</b> Where do we live? <b>Length of Study:</b> 2 weeks		<b>Chapter 3: Our Country</b> <b>Essential Question:</b> What Does It Mean to Be an American? <b>Length of Study:</b> 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
<b>Impact Explore Magazine</b> - Additional Reading to Support the Essential Question (T102) A Neighborhood Map, Take Action!, A day in the life of a Teacher, Helping Neighbors, Sont Time: In my Neighborhood		<b>Impact Explore Magazine</b> -Poetry Corner: Red, Black, and Green, Welcome to America, Sonia Sotomayer, We can Help, Our Country's Flag, A Symbol of America, Building Mount Rushmore (T188-T189)	
Engage	Inquiry Project (T92-T97) Explore Words (T94)	Engage	Inquiry Project (T178-179) Explore Words (T180)
Investigate	People You Should Know (T101) Activate Knowledge (T98) Connect Through Literature (T100)	Investigate	People You Should Know (T187) Activate Knowledge (T184)
Lesson 1	What can we find at our school? (T104)	Lesson 1	Who Are Our Leaders? (T190)
Lesson 2	What is a Neighborhood? (T118)	Lesson 2	Why Are National Symbols Important?? (T202)
Lesson 3	Where in the world do we live? (T130) More to Explore: Dress for the Weather (IO)	Lesson 3	How Do We Celebrate America? (T214)
Lesson 4	How do people move from place to place? (T144) Traveling in the Future (IO)	Lesson 4	How Do We Learn About America?? (T226)
Lesson 5 (OPTIONAL)	How can we take care of our neighborhood? (T158)	Lesson 5	How Do We Show Pride? (T238)
Take Action	Connections in Action (T172)	Take Action	What Does It Mean to Be an American? (T252)

Quarter 3	
<b>GESD Resource: Impact Social Studies</b> <b>Chapter 4: Life Long Ago and Today</b> <b>Essential Question:</b> How Has Our World Changed? <b>Length of Study:</b> 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
<b>Impact Explore Magazine</b> - How shopping has Changed, Flying Through Time, Native American Drums, Take Action!, Digging for History (T272-T273)	
Engage	Inquiry Project (T262-T263) Explore Words (T264)
Investigate	How Has Our World Changed? (T268)
Lesson 1	How did people live long ago? (T278)
Lesson 2	How do communities change?(T286)
Lesson 3	How has travel changed? (T298)
Lesson 4	How has our nation changed?(T310) Poetry Corner: Look for Clues
Lesson 5	What can we learn from the past?(T322)
Take Action	How Has Our World Changed? (T334-T337)

Notes/Reflection:

Quarter 4			
<b>GESD Resource: Impact Social Studies</b> <b>Chapter 5: All About Work</b> <b>Essential Question:</b> Why do people have jobs? <b>Length of Study:</b> 3 weeks		<b>Online: Explore Arizona</b> <b>Essential Question:</b> How can we learn about Arizona? <b>Length of Study:</b> 1 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional		
Impact Explore Magazine - What kinds of work do people do?, A Day in the Life of a Veterinarian, We Can Help (T352-T353)			
Engage	Inquiry Project (T342, T343) Explore Words (T344)	Engage	People You Should Know
Investigate	People You Should Know (T15)	Investigate	We are Arizonans Arizona in our Country Arizona Long Ago and Today Arizona Traditions
Lesson 1	How do we work at school? (T358) More to Explore: My Job at School (IO)	Report	Report your Findings Take Action
Lesson 2	What are needs and wants?(T368)	Remaining lessons and activities are optional	
Lesson 3	What jobs are part of a community?(T382)		
Lesson 4	How have jobs changed over time?(T394)		
Lesson 5 (OPTIONAL)	What kinds of jobs do people have?(T406)		
Take Action	Why Do People Have Jobs? (T420-T423)		

Notes/Reflection:

Standards overview for each chapter.	Q1	Q2		Q3	Q4	
	Chap 1	Chap 2	Chap 3	Chap 4	Chap 5	Arizona
<b>DISCIPLINARY SKILLS AND PROCESSES</b>						
<b>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</b>						
K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.	★	★	★	★	★	★
K.SP1.2 Explore how events of the past affect students' lives and community	★		★	★	★	★
K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.	★			★	★	
<b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</b>						
K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	★	★	★	★		
<b>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</b>						
K.SP3.1 With prompting and support, ask questions and construct responses to content studied.	★	★	★	★	★	
<b>CIVICS</b>						
<b>Civic virtues and democratic principles are key components of the American political system.</b>						
K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.	★		★	★	★	
K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.	★	★	★	★	★	
K.C1.3 Compare one's own thoughts and opinions with those of others.		★	★	★		
<b>Citizens have individual rights, roles, and responsibilities.</b>						
K.C2.1 Describe roles and responsibilities of people in authority. Such as school personnel, family members, and community members.	★	★	★	★	★	
K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.	★	★	★			★
<b>Process, rules, and laws direct how individuals are governed and how society addresses problems.</b>						
K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.	★	★			★	
K.C4.2 Explain why rules are important within the classroom and school.	★				★	

**ECONOMICS****By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.**

K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.				★	★	
K.E2.2 Identify what one gains and gives up when they make choices.					★	

**GEOGRAPHY****The use of geographic representations and tools help individuals understand their world.**

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to graphing local weather and mapping the classroom.		★	★	★		★
K.G1.2 Explore locations in stories shared. Human-environment interactions are essential aspects of human life in all societies.		★	★	★	★	★
K.G2.1 Explain how water and weather impacts humans.		★				

**HISTORY****The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.**

K.H1.1 Compare one's own culture with the culture of others. Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations. Cycles of conflict and cooperation have shaped relations among people, places, and environments.	★	★	★	★		★
K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems. Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.	★	★	★		★	
K.H4.1 Explain and explore origins of key American symbols, traditions and holidays. Key American symbols include but are not limited to the American flag, bald eagle, Statue of Liberty, and Mount Rushmore. Key traditions include but are not limited to the Pledge of Allegiance and National Anthem. Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.			★	★		
K.H4.2 Explore the stories of key historical figures through informational text and biographies.	★	★	★	★	★	★

### History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
K.SP1.1, K.SP1.3	K.RL.1	Standard 1	Use of historical stories.
K.SP1.1, K.SP1.2	K.RL.2		
K.SP1.3, K.H4.2, K.G1.1, K.G1.2	K.RL.3		Use of historical stories. Use maps to explore locations and settings in stories.
	K.RL.4	Standard 2	
	K.RL.5, K.RL.6		
K.SP2.1, K.G1.1, K.G1.2	K.RL.7	Standard 1	Use maps along with illustrations in texts.
K.H4.1, K.H4.2	K.RL.9		Use American stories and origins to compare and contrast.
K.SP3.1, K.C1.2	K.RL.10		Construct responses to grade-level content.
K.SP1.1	K.RI.1	Standard 1	
K.SP1.1, K.SP1.2	K.RI.2		
K.SP1.3, K.C2.1	K.RI.3		Compare roles and responsibilities of people in authority
K.SP1.1, K.SP1.2, K.SP1.3	K.RI.4	Standard 2	Use geography, history, civics stories to ask questions about unknown vocabulary in informational texts. Identify the author and illustrator of texts read in class.
	K.RI.5, K.RI.6		
K.SP2.1, K.G1.1, K.G1.2	K.RI.7	Standard 1	Use maps along with illustrations in texts.
K.SP1.3	K.RI.8	Standard 8	Use social studies stories to identify supporting reasons in a text.
K.H1.1	K.RI.9		Use stories of other cultures to compare to student cultures
K.SP3.1, K.C1.2	K.RI.10		Construct responses to grade-level content.
K.C1.1, K.C1.2, K.C1.3, K.C2.1, K.C2.2, K.C4.1, K.C4.2, K.E2.1, K.E2.2, K.G2.1, K.H1.1, K.H2.1, K.H4.1	K.W.1, K.W.2 K.W.3, K.W.4 K.W.5, K.W.6 K.W.7, K.W.8		Use civics to write classroom rules. Use economics to write/draw/dictate needs and wants and what students give up when they make choices. Use geography to write/draw/dictate water and weather and its impact on humans. Use history to write/draw/dictate culture, compromise, American symbols/traditions/holidays.
K.C1.1, K.C1.2, K.C1.3, K.H1.1,	K.SL.1	Standard 6	
	K.SL.2	Standards 1,2	
K.H1.2	K.SL.3	Standard 8	Use civics standards to have conversations about topics creating a positive classroom environment with norms for proper classroom behavior. Use history to discuss differences in student cultures.
K.C2.1, K.C2.2, K.C4.1, K.C4.2, K.H4.1, K.H4.2	K.SL.4	Standards 3, 7, 9	Use civics to discuss the roles and responsibilities of school personnel and community members, and discuss how people at school all work together. Use history to present American symbols/traditions/holidays and present the stories of key historical figures.
	K.SL.5	Standard 3	
	K.SL.6	Standards 5, 9	
	K.L.1	Standard 10	
	K.L.2	Standard 3	
	K.L.5	Standard 2	
	K.L.6	Standard 4,5	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	<i>E1: A financially literate individual understands how to manage income, spending, and investment.</i>	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	<i>E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	<i>G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</i>	<i>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>
<i>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i>	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	<i>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>	<i>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i>	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.