Kindergarten Pacing Guide

ELA Expeditions

Module 1: Building LIteracy in a Collaborative Classroom: Toys and Play								
Standards:		Science	Literature	Information	Writing	Speaking & Listening	Language	Social Studies
		PS2.K-1 ESS1-K-1 PS2-K-2 ESS2-K-2	RL.K.2 RL.K.3 RL.K.4 RL.K.10 RL.K.7 RL.K.1 RL.K.6 RL.K.5	RI.K.2 RI.K.4 RI.K.1 RI.K.6 RI.K.5	W.K.3 W.K.5 W.K.2 W.K.8	SL.K.5 SL.K.4 SL.K.1A SL.K.1B	L.K.4 L.K2.A	K.SS.2.1.4 K.SS.2.1.3 K.SS.2.1.1 K.SS.2.1.6 K.SS.1.1.2 K.SS.2.1.2 K.SS.3.1.2 K.SS.5.1.1 K.SS.4.2.1
Unit 1	Engaging in Close Read-Aloud : Learning to Play with Others	In Unit 1, students consider norms and behaviors for sharing toys and interacting with peers through structured conversations, learning experiences such as role-play and guided discovery of toys, and an analysis of the text *Llama Llama Time to Share* by Anna Dewdney.						
Unit 2	Speaking and Listening: Becoming Toy Experts	In Unit 2, students learn more about toys as they consider what makes something a toy and what makes toys fun. They learn to sort and describe toys by specific attributes. They also begin to think about perspective as they discuss and write about their own toy preferences, using language and ideas from the text *Toys Galore* by Peter Stein.						
Unit 3	Writing to Show Our Learning: Toys Our Classmates	In Unit 3, students deepen their understanding of perspective as they read the text *Have Fun, Molly Lou Melon* by Patty Lovell. Students also learn about toys from a historical perspective using the text *Playing with Friends: Comparing Past and Present by* Rebecca Rissman. As a culmination of the unit, students interview a classmate about his or her preferred classroom toy. They use the information from the interview to create their performance task: an informational piece of writing and drawing about their classmate's						

	Prefer	preferred toy and how the classmate likes to play with it.
Guiding Questions & Big Ideas		- What can we do to make playing together fun? - People can learn to play and work together through cooperation. - What makes toys fun? - Using your imagination makes toys fun. - Which classroom toy do I prefer? Why do I prefer that classroom toy? - Everyone has preferences and reasons for their preferences. - What toys do others prefer? Why do they prefer them? - Different people prefer different toys for different reasons.
Performance Task		This performance task gives students an opportunity to showcase their deepened understanding of perspective through an informational writing piece about a classmate's preferred classroom toy. In this task, students use the information they gathered from interviewing a classmate to learn about his or her preferred classroom toy and how the classmate likes to play with that toy as a basis for their informational writing. Students first draw and label their classmate's preferred toy and add a sentence to accompany their drawing. Students then create a drawing with accompanying labels to show how their classmate likes to play with the preferred toy. Finally, students add a sentence to accompany this drawing. The entire task is scaffolded through heavy teacher guidance and modeling. (The format of this task should be somewhat familiar to students, since the Unit 2 assessment has a similar drawing and writing format and requires students to produce an informational piece of writing about their own preferred classroom toy.) Students share their written pieces with their classmates, the principal, and other classroom visitors during an end of module celebration.

Module 2: Learning Through Science and Story

Standards:	Science	Literature	Information	Writing	Speaking & Listening	Language	Social Studies
	PS2.K-1 ESS1-K-1 PS2-K-2 ESS2-K-2	RL.K.2 RL.K.3 RL.K.4 RL.K.10 RL.K.7 RL.K.1 RL.K.6 RL.K.5	RI.K.2 RI.K.4 RI.K.1 RI.K.6 RI.K.5	W.K.3 W.K.5 W.K.2 W.K.8	SL.K.5 SL.K.4 SL.K.1A SL.K.1B	L.K.4 L.K2.A	K.SS.2.1.4 K.SS.2.1.3 K.SS.2.1.1 K.SS.2.1.6 K.SS.1.1.2 K.SS.2.1.2 K.SS.3.1.2 K.SS.5.1.1

								K.SS.4.2.1

Unit 1	Learning to Read and Write Informational Texts: Becoming Meteorologists	The module begins with a story about a young girl named Sofia who is curious about the weather. Sofia wants to learn more about how she can be prepared for any type of weather, and she asks the kindergarten students to help her in this quest. In Unit 1, students study the science of weather through various informational texts. They create a class weather journal and track their individual learning in a meteorologist's notebook.
Unit 2	Reading Narrative Texts: How Weather Affects People	In Unit 2, students broaden their study as they think about how weather affects people in different places around the world and characters in a variety of narrative texts. Students engage in close read-alouds of: *On the Same Day in March: A Tour of the World's Weath*er by Marilyn Singer and *Come on, Rain!* by Karen Hesse. Students also read and retell several narrative texts about the experiences of children in different types of weather, including *Brave Irene* by William Steig, *Umbrella* by Taro Yashima, and *One Hot Summer Day* by Nina Crews. Students continue to observe the local weather as they write daily entries in individual weather journals.
Unit 3	Writing Imaginary Narratives: My Weather Story	In Unit 3, students listen to *The Snowy Day* by Ezra Jack Keats read aloud and continue to think about how the weather affects the choices people make about what to wear and what to do each day. They then use this book as a mentor text for their performance task, in which they plan and write an imaginary narrative about how the weather on a particular day affected what a person wore and did. They revise, edit, and practice reading their original narratives in preparation for sharing them with families and friends at an end of module Weather Expo.

Guiding Questions & Big Ideas	● What is weather?
	  ○ The combination of sun, wind, and clouds makes the weather.
	● How can I be prepared for any type of weather?
	● What is weather like around the world?
	  ○ Weather can be different in different places and at different times.
	● How does weather affect people?
	● How can I write a story that teaches my reader about weather?
	  ○ Weather has a great impact on the daily life of living things.
	  ○ Weather affects the choices we make.
	  ○ People write stories to entertain and teach others.

Performance Task	In this performance task, students write an imaginary narrative about a character's experience with the weather, using *The Snowy Day* by Ezra Jack Keats as a mentor text. Students' narratives reflect how the weather affects the choices the character makes about what to wear and what to do. Students use group notes, puppets, and oral planning as scaffolding to illustrating and writing

		their stories. They also revise, edit, and practice reading their original narratives in preparation for sharing them with families and friends during the end of module celebration: A Weather Expo.

Module 3: Researching to Build Knowledge and Teach Others: Trees are Alive								

Standards:		Science	Literature	Information	Writing	Speaking & Listening	Language	Social Studies
		ESS2-K-3 ESS2-K-1 LS1.-K-2 LS1-K-1 ESS1-K-2	RL.K.6 RL.K.10 RL.K.5 RL.K.9	RI.K.4 RI.K.1 RI.K.2 RI.K.3 RI.K.9 RI.K.8 RI.K.7	W.K.2 W.K.8 W.K.7 W.K.6	SL.K.1.A SL.K1.B SL.K.4 SL.K.2 SL.K.6	L.K.2.A L.K.5A L.K.6 L.K.4 L.K.5.A L.K.5.B L.K.5D L.K.1C L.K.1.D L.K.1.F	K.SS.2.1.4 K.SS.2.1.3 K.SS.2.1.1 K.SS.2.1.6 K.SS.1.1.2 K.SS.2.1.2 K.SS.3.1.2 K.SS.5.1.1 K.SS.4.2.1
Unit 1	Reading to Engage and Build Knowledge: A Study of Living and Nonliving Things	In Unit 1, students learn what makes something living or nonliving, about different types of living things, and the common needs of all living things. They develop this understanding through research reading of the text *What's Alive*. Students also plan and conduct investigations (during module lessons and Labs) such as closely viewing various living things, caring for seedlings and observing what happens over time, and recording their observations in a Living Things research notebook.						
Unit 2	Reading as Research: A Study of Trees and the Living Things that Depend on Them	In Unit 2, students focus on the needs of animals as living things and how trees help to meet those needs. Through a close study of the text *Be a Friend to Trees*, students engage in whole group and small group research on how trees provide food for animals.						
Unit 3	Reading to Research and Discuss: A Study of How Living Things Meet Their Needs	In Unit 3, students build on their understanding of the needs of living things and further develop their research skills by researching a specific tree in small groups. During their small group research, students learns about the tree, its needs, and how it supports other living things' need for food. This learning culminates in a series of Science Talks designed for them to share their research findings. They then use their learning to create an informational tree collage, which includes a collage, informative writing, and an animal puppet. They revise their writing and collage and practice presenting their work in preparation for sharing it with families and friends at the end of module celebration.						
Guiding Questions & Big Ideas		- What do all living things need to live and grow? - All living things need food, water, air, and the ability to move and grow. - What do researchers do? - They try to find out more about ideas and information that make them curious. - How do we know that something is living?						

	○ It eats food, drinks water, breathes air, and moves and grows. ● How do living things depend on trees to meet their needs? 　○ Living things depend on trees for food, water, air, shelter, wood, and sap. ● What patterns can we observe in how living things meet their needs? 　○ All living things need food, water, air, and the ability to move; however, different living things may meet those needs in similar or different ways.
Performance Task	In this performance task, students create an informational collage to demonstrate their expertise about a tree, its needs, and the animals it provides food for. The collage contains three distinct parts: the tree collage, an informational writing piece that describes the tree, its needs, and shares information about one animal that depends on the tree for food, and an accurately colored animal puppet that represents the animal from their writing. Students use notes from their small group research to inform their writing, as well as the tree collage. They also use peer feedback to revise their writing and collage and practice presenting their informational tree collage in preparation for sharing them with visitors at the end of module celebration. Note: It is recommended that the teacher type students' writing into a paragraph and affix it to the final collage before the celebration.

MATH

Module 1: Counting and Cardinality (10 weeks)		
	Standard	**Learning Targets (I can…)**
Unit 1 ESTABLISHING CARDINALITY (2 weeks)	K.cc.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	● Match each object with one and only one number name and each number with one and only one object. ● Realize that the last number name said tells the number of objects counted. ● When counting objects, say the number names in order while matching each object with a number. ● Represent quantities using numbers and represent numbers using quantities. ● Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted. ● Generalizes that each successive number name refers to a quantity that is one larger.
Unit 2: CARDINALITY OF A SET (2 weeks)	K.CC.5 Count up to 20 objects	● Count as many as 10 items in a scattered configuration ● Match each object with one and only one number name and each number with one and only one object ● Conclude that the last number of the counted sequence signifies the quantity of the counted collection. ● Count up to 20 objects that have been arranged in a line, rectangular array, orcircle ● Given a number from 1-20, count out that many objects.
	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	● Write the number that represents a given number of objects from 0-20.
Unit 3: COMPARING GROUPS (2 weeks)	K.CC.6 Greater than less than equal to	● Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects. ● Describe greater than, less than, or equal to.

Unit 4: USING PROPERTIES OF CARDINALITY AND ENUMERATION (2 weeks)	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	● Count forward by 1's beginning with another number other than 1 (verbal sequence only).
	K.CC.7 comparing written numerals	● Know the quantity of each numeral. ● Determine whether a written number is greater than, less than, or equal to 2 another written number.
Unit 5: COUNTING WITHIN 100 (2 weeks)	K.CC.1 Count to 100 by ones and tens	● Count (verbal sequence only) to 100 by ones starting at 1. ● Count (verbal sequence only) to 100 by 10's starting at 10.
	K.OA.3 Decompose numbers (without symbols) using fingers	
	K.OA.1 Represent addition and subtraction with fingers, objects, etc.	

Module 2: Geometry (3 weeks)

	Standard	Learning Targets (I can…)
Unit 1: INTRODUCTION TO GEOMETRIC SHAPES (1 week)	K.MD.3 categorize objects	● Know what classify means ● Recognize measurable attributes such as length, weight, height ● Recognize non-measurable attributes such as shape, color
	K.G.1 names of shapes and prepositions (above, below, front, side of the other shape)	● Determine the relative position of the 2-dimensional or 3-dimensional shapes within the environment, using the appropriate positional words such as above, below, beside, in front of, behind, and next to.

	K.G.2 name shapes regarding size and orientation	● Know that size or orientation does not affect the name of the shape.
	K.G.6 combine simple shapes to make larger shapes	● Identify simple shapes (squares, triangles, rectangles, hexagons) ● Compose a new or larger shape using more than one simple shape. ● Analyze how to put simple shapes together to compose a new or larger shape.
Unit 2: REAL WORLD SHAPES (1 week)	K.G.1 names of shapes and prepositions (above, below, front, side of the other shape)	● Determine the relative position of the 2-dimensional or 3-dimensional shapes within the environment, using the appropriate positional words such as above, below, beside, in front of, behind, and next to.
	K.G.5 Modeling shapes	● Identify shapes in the real world ● Construct shapes from components (e.g., sticks and clay balls) ● Draw shapes ● Analyze the attributes of real world objects to identify shapes. ● Recognize and identify (square, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)
Unit 3: ANALYZING SHAPE (1 week)	K.G.3 two dimensional vs three dimensional	● Identify 2-dimensional shapes as lying in a plane and flat ● Identify 3-dimensional shapes as a solid
	K.G.4 comparing two and three dimensional shapes using attributes to describe similarities and differences	● Identify and count number of sides, vertices/"corners", and other attributes of shapes ● Describe similarities of various two- and three-dimensional shapes ● Describe differences of various two- and three-dimensional shapes ● Analyze and compare two-dimensional shapes, in different sizes and orientations, ● using informal language to describe their similarities, differences, and other 3 attributes (e.g. having sides of equal length). ● Analyze and compare 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).

Module 3: Measurement (2 weeks)

	Standards	Learning Targets (I can…)
Unit 1: Measurement (2 weeks)	K.MD.1 describe measurable attributes (length, weight)	- Know that objects have measurable attributes and know what they are called, such as length and weight. - Describe an object by using attributes such as: width, height, length, weight, etc. - Describe more than one measurable attribute of a single object.
	K.MD.2 compare measurable attributes	- Know the meaning of the following words: more/less, taller/shorter, etc. - Know that two objects can be compared using a particular attribute. - Compare two objects and determine which has more and which has less of the measurable attribute to describe the difference.

Module 4: Investigating Addition and Subtraction (19 weeks)

	Standards	Learning Targets (I can…)
Unit 1: FOUNDATIONS FOR ADDITION AND SUBTRACTION 1-10 (5 weeks)	K.OA.2 Word problems within 10 using objects	- Use objects/drawings to represent an addition and subtraction word problem. - Solve addition and subtraction word problems within 10. - Add and subtract within 10 (Maximum sum and minuend is 10)
	K.OA.1 Modeling adding and subtracting	- Analyze addition or subtraction problem to determine whether to 'put together' or 'take apart'. - Know the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting. - Model an addition/subtraction problem given a real-life story. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations in multiple ways, e.g., 2+3=5, 5=2+3, ||+|||=|||||, and vertically. (Writing equations in kindergarten is not required but encouraged.)
Unit 2: **DECOMPOSING NUMBERS** (5 weeks)	K.OA.4 How to make 10 using numbers 1-9	- Know that two numbers can be added together to make ten - Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations.

	K.OA.3 Decomposing Numbers (3+2=5) by drawing or equation	- Decompose numbers less than or equal to 10 into pairs in more than one way. - Use objects or drawings then record each composition by a drawing or writing an equation. - Solve addition number sentences within 10.
Unit 3: APPLYING ADDITION AND SUBTRACTION 1-20 (9 weeks)	K.NBT.1 Numbers 11-19 into tens and ones	- Compose numbers 11-19 into ten ones and some further ones using objects and drawings. - Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones. - Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones. - Represent compositions or decompositions by a drawing or equation. - Know that a (spoken) number (11-19) represents a quantity.
	K.OA.5 fluently add and subtract within 5	Fluently with speed and accuracy add and subtract within 5.

K-2 Reading Foundational Skills Block

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About Skills Block	The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. As such, the Skills Block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standards to navigate grade-level text independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation. Teachers group students based on microphase (as determined by Benchmark Assessments). Teachers will regroup students based on assessments throughout the year. The benchmark assessment will be given in the beginning, middle and end of the year. Generally students test lower in spelling compared to decoding. The teacher may determine a student's grouping based on the lower score so they can fill any holes. Skills Block starts with a whole group lesson at grade level. Then students break into differentiated Skills Block Groups. During this time, the teacher works with two or three groups per day for 10–15 minutes each. When the teacher is not meeting with the group, students are working on differentiated independent practice activities based on the cycle placement. Independent activities may include: letter recognition, accountable independent reading, writing, fluency, and/or word work. Below are examples of the whole group instruction. Students may receive differentiated instruction below or above grade/level depending on their cycle placement.
Module 1: (Cycles 1-4)	Kindergarten Module 1, a six-week module, establishes routines and instructional practices that support the development of foundational reading skills in this and all subsequent modules. Letter identification (including name, sound, and formation) and phonological awareness (the ability to focus on the sounds of speech) are established through recurring instructional practices. These fundamental skills allow young learners to make connections between graphemes (letters) and phonemes (sounds within words). Primary learners use stories to construct meaning. The story of "The Search for Names" is revealed to students at the start of this module and becomes an anchor text for letter identification as students accompany the young protagonists on a quest that reveals the names of creatures they encounter (resulting in letter mnemonics called "keywords").

	Students learn about intonation, rhythm of speech, rhyming, manipulation of beats (syllables) and separate sounds in spoken words, and concepts of print, such as left-to-right directionality, through various stories, poems, and other shared texts. By the end of the module, students will be familiar with the name, formation, and sound for many letters (consonants and vowels) of the alphabet. They will begin to develop an ability to identify rhyming words and syllables in words. They should be comfortable with the procedures related to the recurring instructional practices of the cycle as well as the management and expectations of whole group and differentiated small group instruction.
Module 2: (Cycles 5-11)	Kindergarten Module 2 continues the focus on "getting to know letters" (letter name, formation, and sound) and phonological awareness begun in Module 1. The broader phonological awareness instruction begins to move toward phonemic awareness as students prepare to decode and encode words in Module 3. Phonemic awareness is a subset of phonological awareness and is the most important phonological element for the development of reading and spelling. Phonemic awareness is the ability to focus on the separate, individual sounds in words (the phonemes). Research demonstrates that letter identification, along with phonemic awareness, is essential to early reading and spelling development. By the end of the module, students will be familiar with the name, formation, and sound for each letter of the alphabet. They should be very comfortable identifying rhyming words and syllables in words as well as the onset (beginning sound) and rime (ending chunk).
Module 3: (Cycles 12-18)	Kindergarten Module 3 signals an important shift: Students apply growing phonemic awareness to decoding and encoding single-syllable, CVC (consonant-vowel-consonant) words. As a result, the cycles begin to look more like the cycles in first grade, including new instructional practices such as Chaining and the Decodable Reader. Each cycle focuses on a particular medial short vowel sound. Students work toward mastery of decoding and encoding VC (vowel-consonant) and CVC words with the focus vowel before moving on to the next. As a result, students are exposed to a growing number of words and become progressively more comfortable with analyzing words. Phonemic awareness instruction, particularly segmentation and blending, work in tandem to support encoding and decoding. Students work on these skills during the Phonemic Blending and Segmentation and Chaining instructional practices. In each case, changes are practiced with a succession of words and sounds.

	Finally, with the introduction of the Decodable Readers in whole group and the Decodable Student Reader routine in differentiated small groups, students gradually begin to take on more responsibility and independence with text. High-frequency words, introduced during the continued Mystery Word instructional practice, are used in both the shared and the decodable text. By the end of the module, students should be able to hear and segment the individual phonemes of single-syllable spoken words. They will become increasingly more comfortable with decoding and encoding single-syllable VC and CVC words, including words with digraphs at the beginning or end.
Module 4: (Cycles 19-25)	Kindergarten Module 4 continues and builds on the decoding and encoding of CVC (consonant-vowel-consonant) words from Module 3. Students are also challenged to decode and encode CVC words with double consonants. Students are introduced to a new routine during differentiated small group instruction: The Reader's Toolbox. This will help them to use a variety of strategies, or "tools," to solve unknown words. Students are introduced to the difference between long and short vowel sounds and become comfortable identifying the long vowels in spoken CVCe (consonant-vowel-consonant-"e") words. Students are also exposed to some consonant blends word endings, such as "-nk" and "-ing," in print. They begin to recognize and identify them in spoken words. The work with long vowels and consonant blends prepare students to begin decoding and encoding words that include these components in first grade. By the end of the module, students should be able to decode and encode CVC words and be increasingly comfortable decoding CVC words with double consonants at the end. Students should know the difference between short and long vowel sounds and identify each in a spoken one-syllable word.