

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: English Language Arts

Adoption Date: November 1, 2011

Revision Date: March 28, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<ol style="list-style-type: none"> 1. What strategies can I use to help me understand the alphabet? (10 weeks) 2. How can I create a Reading Community? (6 weeks) 3. How can I understand and retell the sequence of events in a story? (3 weeks) 4. Why are applying vocabulary words important in my reading, writing, and speaking skills? (9 weeks) 5. How can I create a 	<ol style="list-style-type: none"> 1. How can I visualize to understand texts and poems? (3 weeks) 2. How can I remember a text feature in a nonfiction book? (4 weeks) 3. Why are applying vocabulary words important in my reading, writing, and speaking skills? (9 weeks) 4. How do I remember to add more details to my writing? (4 weeks) 5. How can I remember the 	<ol style="list-style-type: none"> 1. How can I apply reading strategies to make a text-to-self connection in a nonfiction book? (4 weeks) 2. How can I use wondering to understand nonfiction books? (3 weeks) 3. Why are applying vocabulary words important in my reading, writing, and speaking skills? (9 weeks) 4. How can I create a poem? (3 weeks) 5. How do rhyming words help me 	<ol style="list-style-type: none"> 1. Why is it important to remember to identify the main topic and key details in nonfiction books? (4 weeks) 2. How can I evaluate my growth as a reader? (3 weeks) 3. Why are applying vocabulary words important in my reading, writing, and speaking skills? (9 weeks) 4. How can I understand opinion writing? (2 weeks) 5. How can I analyze my growth as a writer this year? (2

	<p>Writing Community? (4 weeks)</p> <p>6. How do I gather and create ideas for writing? (4 weeks)</p> <p>7. How can I understand Shared Reading? (10 weeks)</p> <p>8. How does Small Group Reading improve my understanding of phonemic awareness and decoding skills? (5 weeks)</p> <p>9. How does fine motor coordination help me develop and understand proper handwriting techniques? (10 weeks)</p>	<p>difference between nonfiction writing and fiction writing? (3 weeks)</p> <p>6. How can I understand Echo Reading? (10 weeks)</p> <p>7. How does Small Group Reading improve my understanding of phonemic awareness and decoding skills? (10 weeks)</p> <p>8. How does fine motor coordination help me develop and understand proper handwriting techniques? (10 weeks)</p>	<p>understand reading? (4 weeks)</p> <p>6. How can I better understand Choral Reading ? (10 weeks)</p> <p>7. How does Small Group Reading improve my understanding of phonemic awareness and decoding skills? (10 weeks)</p> <p>8. How does fine motor coordination help me develop and understand proper handwriting techniques? (10 weeks)</p>	<p>weeks)</p> <p>6. How can I analyze my growth in Shared Reading this year? (2 weeks)</p> <p>7. How does Small Group Reading improve my understanding of phonemic awareness and decoding skills? (10 weeks)</p> <p>8. How does fine motor coordination help me develop and understand proper handwriting techniques? (10 weeks)</p>
Instructional Materials	<p>-Learning Letter Names Teacher’s Manual</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher’s Manual</p> <p>-Making Meaning Read Aloud Texts</p> <p>-Being a Reader Teacher’s Manual</p> <p>-Being a Reader Read</p>	<p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher’s Manual</p> <p>-Making Meaning Read Aloud Texts</p> <p>-Being a Reader Teacher’s Manual</p> <p>-Being a Reader Read Aloud Texts</p> <p>-Being a Writer Teacher’s</p>	<p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher’s Manual</p> <p>-Making Meaning Read Aloud Texts</p> <p>-Being a Reader Teacher’s Manual</p> <p>-Being a Reader Read Aloud Texts</p> <p>-Being a Writer Teacher’s</p>	<p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher’s Manual</p> <p>-Making Meaning Read Aloud Texts</p> <p>-Being a Reader Teacher’s Manual</p> <p>-Being a Reader Read Aloud Texts</p> <p>-Being a Writer Teacher’s</p>

	<p>Aloud Texts -Being a Writer Teacher’s Manual -Being a Writer Read Aloud Texts -Being a Writer Handwriting Notebooks -Small Group Reading Teacher’s Manual -Chart Paper</p>	<p>Manual -Being a Writer Read Aloud Texts -Being a Writer Handwriting Notebooks -Small Group Reading Teacher’s Manual -Chart Paper</p>	<p>Manual -Being a Writer Read Aloud Texts -Being a Writer Handwriting Notebooks -Small Group Reading Teacher’s Manual -Chart Paper</p>	<p>Manual -Being a Writer Read Aloud Texts -Being a Writer Handwriting Notebooks -Small Group Reading Teacher’s Manual -Chart Paper</p>
Activities	<p>One: Read aloud <u>Kipper’s A to Z: An Alphabet Adventure</u>; Students will play “Letter Hunt” and match capital and lowercase letters around the classroom. Two: Read aloud <u>My Friends</u>; Introduce “Turn to Your Partner;” Discuss text using “Turn to Your Partner.” Three: Read aloud <u>Pumpkin Pumpkin</u>; Students will retell the events of the text with a picture clue and place it in order on a sentence strip with a partner. Four: Use weekly story to act out vocabulary words with class by playing a game; Discuss words using “Turn to Your Partner.” Five: Students will listen to “Just Watch” and</p>	<p>One: Read aloud “Umbrellas;” Introduce “Think-Pair-Share;” Students will share words that describe their mental images of the poem with a partner. Two: Read aloud <u>On the Go</u>; Students will make an “On the Go” book with a partner that shows different ways that people move things from place to place. Three: Use weekly story to act out vocabulary words with class by playing a game; Discuss words using “Turn to Your Partner.” Four: Students will select a story of choice from their Writing Journals and add words to tell more; Students will share their added details from the “Author’s Chair.” Five: Review <u>What</u></p>	<p>One: Read aloud <u>Doctors Help</u>; Students will make a class book illustrating ways they stay healthy; Class book will be shared in classroom library. Two: Compare and contrast <u>A Baby Duck Story</u> and <u>A Baby Penguin Story</u>; Students will discuss what they learned and wondered by sharing with a partner. Three: Use weekly story to act out vocabulary words with class by playing a game; Discuss words using “Turn to Your Partner.” Four: Listen to “Mice;” and discuss descriptive words as a class; Students will write a shared poem about an animal in their Writing Journals. Five: Listen to “One, Two, Buckle My Shoe;” Students will generate and</p>	<p>One: Read aloud <u>The Sun</u> and <u>The Moon</u>; Work with a partner to draw and then label important details about the texts; Students will share finished pieces with class. Two: Students will write a shared letter with teacher to next year’s Kindergarten class about working well together during reading; Students will draw a self portrait and reflect. Three: Use weekly story to act out vocabulary words with class by playing a game; Discuss words using “Turn to Your Partner.” Four: Listen to “Alligators are Unfriendly;” Discuss the author’s opinion as a class; Students will write about an animal that would not make a good pet in their Writing Journals;</p>

	<p>“Somersaults;” Students will draw about something they can do; Teacher will write word and students will copy in their Writing Journals; Share writing with class.</p> <p>Six: Teacher will model drawing and writing a family story using <u>Titch</u>; Students will draw and then write a family story; Discuss in pairs.</p> <p>Seven: Students will learn the procedure for Shared Reading and discuss as a class; Teacher will introduce the “Word Wall;” Students will make a “High-Frequency” word bag to be used throughout the year in Shared Reading and Small Group Reading.</p> <p>Eight: Teacher will administer an “Individual Letter Assessment” for each student; Students will be placed for Small Group Reading (groups will begin blending/decoding words).</p> <p>Nine: Students will be introduced to the “Pincer Grip” to strengthen muscles and develop good posture; Teacher will teach students a variety of handwriting finger</p>	<p><u>Happens at an Airport?</u>; Recall facts from the text in pairs; Students will write facts about the classroom and draw a corresponding picture in their Writing Journals.</p> <p>Six: Echo read <u>What is Round?</u> as a class; Sort word cards that are round in a pocket chart; Echo read sorted words with a partner.</p> <p>Seven: Small Group Reading lessons will be tiered by teacher based on individual reading level of each student.</p> <p>Eight: Students will practice proper capital letter/lowercase letter handwriting formation in their Handwriting Notebooks.</p>	<p>sort rhyming words in a pocket chart; Reflect with class.</p> <p>Six: Chorally read <u>Five Little Ducks</u> with a partner; Students will act out text with corresponding hand motions and reflect on working with a partner.</p> <p>Seven: Small Group Reading lessons will be tiered by teacher based on individual reading level of each student.</p> <p>Eight: Students will practice proper capital letter/lowercase letter handwriting formation in their Handwriting Notebooks.</p>	<p>Share opinion writing from the “Author’s Chair.”</p> <p>Five: Students will write a letter to the First Grade teachers stating what they enjoyed about Kindergarten writing; Students will share letters with their First Grade friends.</p> <p>Six: Students will revisit favorite Shared Reading texts and make a poster highlighting important details from the texts.</p> <p>Seven: Small Group Reading lessons will be tiered by teacher based on individual reading level of each student.</p> <p>Eight: Students will practice proper letter spacing and punctuation in their Handwriting Notebooks.</p>
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	games/handwriting exercises.			
Standards	<p>Activity One: LA.K.RF.K.1.D</p> <p>Activity Two: LA.K.RI.K.10</p> <p>Activity Three: LA.K.RL.K.2, LA.K.RL.K.1, LA.K.SL.K.1.A</p> <p>Activity Four: LA.K.L.K.4.A, LA.K.L.K.5.C</p> <p>Activity Five: LA.K.RF.K.1.C, LA.K.W.K.2, LA.K.W.K.5, LA.K.SL.K.5</p> <p>Activity Six: LA.K.W.K.5</p> <p>Activity Seven: LA.K.RL.K.5, LA.K.RI.K.1, LA.K.RL.K.7</p> <p>Activity Eight: LA.K.RF.K.2.B, LA.K.RF.K.2.C, LA.K.RF.K.2.D, LA.K.RF.K.3.C</p> <p>Activity Nine: LA.K.L.K.1.A, LA.K.L.K.1.F, LA.K.L.K.2.B</p>	<p>Activity One: LA.K.RL.K.5, LA.K.RL.K.10, LA.K.RI.K.2</p> <p>Activity Two: LA.K.RI.K.7, LA.K.SL.K.1.A, LA.K.SL.K.1.B</p> <p>Activity Three: LA.K.L.K.4.A, LA.K.L.K.5.C</p> <p>Activity Four: LA.K.W.K.5, LA.K.W.K.2, LA.K.SL.K.5</p> <p>Activity Five: LA.K.RL.K.10, LA.K.RL.K.5, LA.K.W.K.3</p> <p>Activity Six: LA.K.RI.K.10</p> <p>Activity Seven: LA.K.RF.K.2.B, LA.K.RF.K.2.C, LA.K.RF.K.2.D, LA.K.RF.K.3.C</p> <p>Activity Eight: LA.K.L.K.1.A, LA.K.L.K.1.F, LA.K.L.K.2.B</p>	<p>Activity One: LA.K.SL.K.3, LA.K.SL.K.2, LA.K.SL.K.1.B</p> <p>Activity Two: LA.K.SL.K.4, Activity Three: LA.K.L.K.4.A, LA.K.L.K.5.C</p> <p>Activity Four: LA.K.RF.K.1.A</p> <p>Activity Five: LA.K.RF.K.4.A, LA.K.RF.K.2.A</p> <p>Activity Six: LA.K.RI.K.10</p> <p>Activity Seven: LA.K.RF.K.2.B, LA.K.RF.K.2.C, LA.K.RF.K.2.D, LA.K.RF.K.3.C</p> <p>Activity Eight: LA.K.L.K.1.A, LA.K.L.K.1.F, LA.K.L.K.2.B</p>	<p>Activity One: LA.K.SL.K.2, LA.K.RL.K.2, LA.K.RL.K.1</p> <p>Activity Two: LA.K.SL.K.6, LA.K.SL.K.4</p> <p>Activity Three: LA.K.L.K.4.A, LA.K.L.K.5.C</p> <p>Activity Four: LA.K.RL.K.10, LA.K.W.K.1</p> <p>Activity Five: LA.K.W.K.5, LA.K.W.K.7</p> <p>Activity Six: LA.K.SL.K.1, LA.K.SL.K.6</p> <p>Activity Seven: LA.K.RF.K.2.B, LA.K.RF.K.2.C, LA.K.RF.K.2.D, LA.K.RF.K.3.C</p> <p>Activity Eight: LA.K.L.K.1.A, LA.K.L.K.1.F, LA.K.L.K.2.B</p>

<p>Accommodations and Modifications</p>	<p>English Language Learners: Provide a Word Bank (Activity Three)</p> <p>At Risk of School Failure: Adjust time for completion (Activity Six)</p> <p>Gifted and Talented Students: Ask students higher level questions (Activity One)</p> <p>Students with 504 Plans: Students sit in close proximity to the teacher (Activity Two)</p> <p>Special Education Students: Extended time to complete activity (Activity Eight)</p>	<p>English Language Learners: Assign a buddy, same language or English speaking (Activity Six)</p> <p>At Risk of School Failure: Limit material presented (Activity Four)</p> <p>Gifted and Talented Students: Provide opportunities for open-ended, self-directed activities (Activity Five)</p> <p>Students with 504 Plans: Reduced work amount (Activity Two)</p> <p>Special Education Students: Provide sentence starters (Activity Five)</p>	<p>English Language Learners: Provide a Word Bank (Activity Four)</p> <p>At Risk of School Failure: Limit material presented (Activity Six)</p> <p>Gifted and Talented Students: Give students opportunities to mentor other students (Activity One)</p> <p>Students with 504 Plans: Provide answers orally (Activity Five)</p> <p>Special Education Students: Provide prompting throughout activity (Activity Six)</p>	<p>English Language Learners: Assign a buddy, same language or English speaking (Activity One)</p> <p>At Risk of School Failure: Break assignment into smaller assignment (Activity Five)</p> <p>Gifted and Talented Students: Give students opportunities to teach other students (Activity Six)</p> <p>Students with 504 Plans: Students sit in close proximity to the teacher (Activity Four)</p> <p>Special Education Students: Reduce the complexity of the activity (Activity Five)</p>
<p>Interdisciplinary Connections</p>	<p>Students will sequence the Life Cycle of a Pumpkin Seed and visit the Pumpkin Patch. (Science)</p>	<p>Students will make a book about various types of transportation. (Social Studies)</p>	<p>Students will create a poster of facts about Community Helpers. (Social Studies)</p>	<p>Students will explore the phases of the Moon and make a model of the Sun. (Science)</p>
<p>Assessments</p>	<p>Ongoing Progress Monitoring Assessments: -Writing Journals -Discussion -Handwriting Notebook -Letter Check-Ups</p>	<p>Ongoing Progress Monitoring Assessments: -Writing Journals -Guided Reading Notes -Discussion -Handwriting Notebook</p>	<p>Ongoing Progress Monitoring Assessments: -Writing Journals -Guided Reading Notes -Discussion -Handwriting Notebook</p>	<p>Ongoing Progress Monitoring Assessments: -Writing Journals -Guided Reading Notes -Discussion -Handwriting Notebook</p>

	<p>-Teacher Observation</p> <p>Summative Assessments: -Individual Letter Assessment -Individual Sight Word Assessment -Reading Eggs Computer Program</p> <p>Benchmark Assessments: -Individual Letter Assessment -MAP Testing</p>	<p>-Reading & Fluency Check-Ups -Teacher Observation</p> <p>Summative Assessments: -Individual Letter Assessment -Individual Sight Word Assessment -Reading Eggs Computer Program</p> <p>Benchmark Assessments: -F & P Assessment -MAP Testing</p>	<p>-Reading & Fluency Check-Ups -Teacher Observation</p> <p>Summative Assessments: -Individual Letter Assessment -Individual Sight Word Assessment -Reading Eggs Computer Program</p> <p>Benchmark Assessments: -F & P Assessment -MAP Testing</p>	<p>-Reading & Fluency Check-Ups -Teacher Observation</p> <p>Summative Assessments: -Individual Letter Assessment -Individual Sight Word Assessment -Reading Eggs Computer Program</p> <p>Benchmark Assessments: -F & P Assessment -MAP Testing -End of Year Reading Assessment</p>
<p>21st Century Themes and Skills</p> <p>Life Literacies and Key Skills</p>	<p>CRP1 CRP4</p> <p>9.4.2.CI.1</p>	<p>CRP4 CRP6</p> <p>9.4.2.CI.2</p>	<p>CRP1 CRP8</p> <p>9.4.2.CI.1</p>	<p>CRP4 CRP12</p> <p>9.4.2.CI.2</p>