

# Kindergarten Pacing Guide, 2016-2017 – Year-Round

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	July	<b>Unit 1: Color My World</b> RL.K.1/RI.K.1: Ask and answer questions about key details in text. RL.K.3: Identify characters, setting, and major events in a story. RL.K.7/RI.K.7: Describe the relationship between illustrations and the story or text. RI.K.3: Describe the connection between two individuals/ events/ ideas/ information in a text. RI.K.5: Identify book components. W.K.1: Compose opinion pieces that reveal the topic or the name of the book; state an opinion or preference about the topic. W.K.3: Narrate and order events; provide a reaction to what happened. W.K.5: Respond to questions and suggestions from peers; add details to strengthen writing. W.K.6: Use digital tools to produce and publish writing. SL.K.1: Collaborative conversations L.K.1a/L.K.2a-c: Upper-/lowercase letters; capitalization; end punctuation; consonants/vowel sounds RF.K.1a-d: Organization and basic features of print RF.K.2a-b: Demonstrate understanding of spoken words, syllables, and sounds. RF.K.3c: Read common high-frequency words by sight	<b>Unit 1: Represent and Operate on Whole Numbers Within 20</b> K.CC.1: Count to 100 by ones and tens. K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5: Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal expressions, or equations. K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	<b>Science Safety</b> Students will identify and apply basic science classroom safety rules and procedures.	<b>Unit 1: Who Am I?</b> K.H.1: Understand change over time. • K.H.1.3: Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.). K.G.1: Use geographic representations and terms to describe surroundings. • K.G.1.4: Use maps to locate places in the classroom, school, and home. K.C&G.1: Understand the roles of a citizen. • K.C&G.1.2: Explain why citizens obey rules in the classroom, school, home, and neighborhood.
	August			K.CC.1: Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence. K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5: Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	
	September	<b>Unit 2: Beginning, Middle, and End</b> RL.K.2: Retell familiar stories, including key details. RL.K.3: Identify characters/settings/ major events in a story. RL.K.5: Common text types RI.K.2: Identify main topic; retell key details of a text. RI.K.3: Connect individuals, ideas, events, or information in a text. RI.K.5: Identify parts of a book. W.K.1: Compose opinion pieces. W.K.3: Narrate/order events; provide a reaction to outcome. W.K.5: Respond to peer questions/; add details to strengthen writing. W.K.6: Use digital tools to produce and publish writing. SL.K.2: Ask questions to confirm understanding of oral/other information.	K.CC.1: Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence. K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5: Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	<b>Forces and Motion</b> K.P.1.2: Give examples of different ways objects and organisms move (to include falling to the ground when dropped, straight, zigzag, round and round, back/ forth, fast/slow).	

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	October	<p><b>Unit 2: Beginning, Middle, and End</b></p> <p>L.K.1b-c: Use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/.                      L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                      RF.K.2a-d: Rhyming words; count, pronounce, blend, segment syllables; blend /segment onsets and rimes; initial, medial, vowel, and final sounds.                      RF.K.3c: Read common high-frequency sight words.</p>	<p><b>K.CC.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 (e.g., by using matching and counting strategies).  <b>K.CC.7:</b> Compare two numbers between 0 and 10 presented as written numerals.</p>	<p><b>K.P.2.1:</b> Classify objects by observable physical properties (including size, color, shape, texture, weight, and flexibility).</p>	<p><b>K.G.2:</b> Understand the interaction between humans and the environment.</p> <ul style="list-style-type: none"> <li>• K.G.2.2: Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).</li> </ul> <p><b>K.E.1:</b> Understand basic economic concepts.</p> <ul style="list-style-type: none"> <li>• K.E.1.1: Explain how families have needs and wants.</li> <li>• K.E.1.2: Explain how jobs help people meet their needs and wants.</li> </ul> <p><b>K.C&amp;G.1:</b> Understand the roles of a citizen.</p> <ul style="list-style-type: none"> <li>• K.C&amp;G.1.1: Exemplify positive relationships through fair play and friendship.</li> </ul> <p><b>K.C.1:</b> Understand how individuals are similar and different.</p> <ul style="list-style-type: none"> <li>• K.C.1.1: Explain similarities in self and others.</li> </ul>	
	November	<p><b>Unit 3: Neighborhoods Real and Imaginary</b></p> <p>RL.K.1/RI.K.1: Ask and answer questions about key details in a text.                      RL.K.2: Retell familiar stories, including key details.                      RL.K.4/RI.K.4: Ask and answer questions about unknown words in a text.                      RL.K.6/RI.K.6: Name author and illustrator; define the role of each.                      RI.K.2: Identify main topic/details                      W.K.1: Compose opinion pieces.                      W.K.2: Compose informative/explanatory texts.                      W.K.5: Peer collaboration/add details to strengthen writing.                      W.K.6: Use digital tools to produce and publish writing.                      SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>K.OA.1:</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  <b>K.OA.2:</b> Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p>			<p><b>K.P.2.2:</b> Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.</p>
	December	<p><b>Unit 2: Extending Counting Concepts</b></p> <p>L.K.1d-f: Grammar/usage conventions (interrogatives; prepositions; complete sentences)                      RF.K.2a-e: Demonstrate understanding of spoken words, syllables, and sounds; rhyming words; segment syllables, onsets, and rimes; initial, medial vowel, and final sounds; individual sounds in one-syllable words                      RF.K.3c: Phonics/word analysis skills to decode words; high-frequency sight words</p>	<p><b>K.CC.1:</b> Count to 100 by ones and tens.  <b>K.CC.2:</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  <b>K.CC.3:</b> 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).  <b>K.CC.5:</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>			

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	January	<b>Unit 4: Symbols</b> RL.K.2: Retell familiar stories, including key details. RL.K.4/RI.K.4: Ask and answer questions about unknown words in a text. RL.K.6/RI.K.6: Name author/illustrator; define role of each. RI.K.2: Identify the main topic and retell key details of a text. RI.K.8: Identify author’s reasons to support points. W.K.2: Compose informative/explanatory texts. W.K.3: Narrate and order events; provide a reaction. W.K.7: Participate in shared research and writing projects. W.K.8: Recall information to answer a question. SL.K.4: Describe familiar people, places, things, events. L.K.4a,b: Use inflections and affixes as clues to the meaning of unknown/multiple-meaning words. RF.K.3a-d: Apply phonics/word analysis to decode words; letter-sound correspondences; long/short sounds for major vowels; high frequency sight words; letter sounds RF.K.4: Read emergent-reader texts.	<b>Unit 2: Extending Counting Concepts</b> K.CC.1: Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1). K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation. K.OA.5: Fluently add and subtract within 5.	<b>Earth Systems, Structures, and Processes</b>	<b>Unit 3: Here, There, and Everywhere</b>	<b>K.H.1:</b> Understand change over time. <ul style="list-style-type: none"> <li>• K.H.1.1: Explain how people change over time (self and others).</li> </ul> <b>K.G.1:</b> Use geographic representations and terms to describe surroundings. <ul style="list-style-type: none"> <li>• K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</li> <li>• K.G.2.1: Explain how people adapt to weather conditions.</li> </ul> <b>K.C.1:</b> Understand how individuals are similar and different. <ul style="list-style-type: none"> <li>• K.C.1.2: Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).</li> </ul>
	February					
	March	<b>Unit 5: Faraway Places</b> RL.K.3: Identify characters/ settings/major events in a story. RL.K.5: Common text types RL.K.7/RI.K.7: Describe the relationship between illustrations and the text/story. RL.K.9: Compare and contrast experiences of characters. RI.K.3: Describe the connection between two individuals/ events/ ideas/ information in a text. RI.K.9: Identify similarities/ differences between two texts on the same topic. W.K.1: Compose opinion pieces. W.K.2: Compose informative/ explanatory texts. W.K.7: Participate in shared research and writing projects. SL.K.5: Use drawings/visual displays for detail.	<b>K.E.1.2:</b> Summarize daily weather conditions, noting changes that occur from day to day and throughout the year.			
<b>K.E.1.3:</b> Compare weather patterns that occur from season to season.						

	Month	English Language Arts	Math	Science	Social Studies
<b>FOURTH NINE WEEKS</b>	March	<p><b>Unit 5: Faraway Places</b></p> <p>L.K.5a-d: Explore word relationships/meanings (use categorization; relate verbs/ adjectives to antonyms; connect words and their use; distinguish shades of meaning among verbs describing same action RF.K.3a-d: Apply phonics/word analysis to decode words; letter-sound correspondences; long/short sounds for major vowels; high frequency sight words; letter sounds RF.K.4: Read emergent-reader texts.</p>	<p><b>K.G.1:</b> Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> <b>(2-dimensional shapes)</b> <b>K.G.2:</b> Correctly name shapes regardless of their orientations or overall sizes. <b>(2-dimensional shapes)</b></p>	<p><b>K.L.1.1:</b> Compare different types of the same animal (i.e., different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p>	<p><b>K.H.1:</b> Understand change over time.</p> <ul style="list-style-type: none"> <li>• K.H.1.2: Explain how seasons change over time.</li> </ul> <p><b>K.G.1:</b> Use geographic representations and terms to describe surroundings.</p> <ul style="list-style-type: none"> <li>• K.G.1.1: Use maps to locate places in the classroom, school, and home.</li> <li>• K.G.1.2: Use globes and maps to locate land and water features.</li> </ul> <p><b>K.C.1:</b> Understand how individuals are similar and different.</p> <ul style="list-style-type: none"> <li>• K.C.1.1: Explain similarities in self and others.</li> </ul>
	April		<p><b>K.G.1:</b> Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> <b>(3-dimensional shapes)</b> <b>K.G.2:</b> Correctly name shapes regardless of their orientations or overall sizes. <b>(3-dimensional shapes)</b></p>		
	May	<p><b>Unit 6: Growth and Change in Nature</b></p> <p>RL.K.1/RI.K.1: Ask and answer questions about key details in a text. RI.K.9: Compare and contrast experiences of characters. RI.K.8: Identify the reasons an author gives to support points in a text. RI.K.9: Identify similarities/ differences between two texts on the same topic. W.K.2: Compose informative/ explanatory texts. W.K.3: Narrate and order events; provide a reaction. W.K.7: Participate in shared research and writing projects. W.K.8: Recall information to answer a question. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. RF.K.3a-d: Apply phonics/word analysis to decode words; letter-sound correspondences; long/short sounds for major vowels; high frequency sight words; letter sounds RF.K.4: Read emergent-reader texts.</p>	<p><b>K.G.3:</b> Identify shapes a 2- or 3-dimensional. <b>K.G.4:</b> Analyze and compare 2- and 3-dimensional shapes in different sizes and orientations. <b>K.G.5:</b> Model shapes in the world by building shapes from components and drawing shapes. <b>K.G.6:</b> Compose simple shapes to form larger shapes (e.g., join two triangles to form a rectangle).</p>		
June		<p><b>Unit 4: Describing Shapes and Space</b></p> <p><b>K.MD.1:</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <b>K.MD.2:</b> Directly compare two objects with a measurable attribute in common to see which object has “more of”/“less of” the attribute, and describe the difference. <b>K.MD.3:</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>			