

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

Kindergarten

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 4

2016-17

Pojoaque Valley Schools

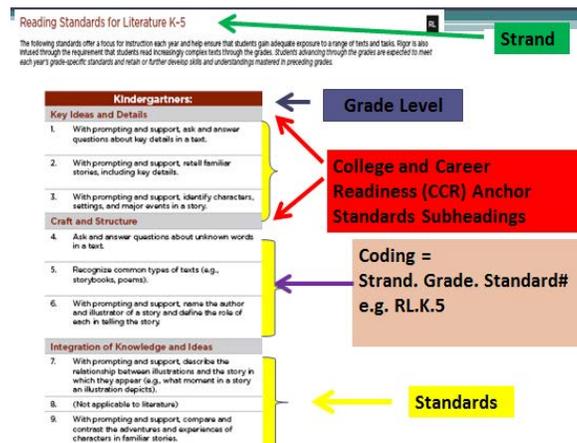
ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.



Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 4:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge & Skills: The knowledge and skills field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). It also identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

ELD Performance Outcomes (WIDA): This field lists by level what the Bilingual/TESOL teacher can expect to see in a student who achieves at a particular level. Levels were created using the Performance Definitions from the WIDA Consortium. The six levels were used to create three proficiency levels: Entering/Beginning, Developing/Expanding and Bridging/Reaching. Students at the Bridging/Reaching level are equivalent to a Level III student according the **Instructional Achievement Level Descriptors** (explained below). Each performance definition includes two ways to assess learning: Reading/Listening and Writing/Speaking.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarterly View of Standards					
Kindergarten English Language Arts Pacing Guide					
	Quarter	1	2	3	4
RL K.1 With prompting and support, ask and answer questions about key details in a text.		X	X	X	X
RL K.2 With prompting and support, retell familiar stories, including key details.			X	X	
RL K.3 With prompting and support, identify characters, settings, and major events in a story.		X	X	X	X
RL K.4 Ask and answer questions about unknown words in a text.		X	X	X	X
RL K.5 Recognize common types of texts (e.g., storybooks, poems).				X	X
RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		X	X	X	X
RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		X	X		
RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			X	X	X
RL K.10 Actively engage in group reading activities with purpose and understanding.		X	X	X	X
RI K.1 With prompting and support, ask and answer questions about key details in a text.		X	X	X	X
RI K.2 With prompting and support, identify the main topic and retell key details of a text.			X	X	X
RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.				X	X
RI K.4 With prompting and support, ask and answer questions about unknown words in a text.			X	X	X
	Quarter	1	2	3	4
RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		X	⁵ X	X	X

RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			X	X	
RI K.8 With prompting and support, identify the reasons an author gives to support points in a text.				X	
RI K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X	X	X	
RI K.10 Actively engage in group reading activities with purpose and understanding.	X	X	X	X	
RF K.1 Demonstrate understanding of the organization and basic features of print.	X	X	X	X	
RF K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X	X	X	X	
RF K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X	
RF K.4 Read emergent-reader texts with purpose and understanding.	X	X	X	X	
W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).		X	X		
W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	X	X	
W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	X	X	X	X	
W K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				X	
W K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				X	
W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).				X	
	Quarter	1	2	3	4
SL K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X	

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X	X	X	X
SL K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		X	X	X
SL K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		X	X	X
SL K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	X	X	X	X
SL K.6 Speak audibly and express thoughts, feelings, and ideas clearly.				X
L K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
L K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			X	X
L K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.				X
L K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	X	X	X	X
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	X	X	X	X

**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when

writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature	Cluster: Key Ideas and Details		Grade: K	Standard 1 (RL.K.1)
With prompting and support, ask and answer questions about key details in a text.	Quarter 1: With prompting and support: <ul style="list-style-type: none"> • identify key details in a text • ask questions about key details • answer questions about key details 	Quarter 2: With prompting and support: <ul style="list-style-type: none"> • identify key details in a text • ask questions about key details • answer questions about key details 	Quarter 3: With prompting and support: <ul style="list-style-type: none"> • identify key details in a text • ask questions about key details • answer questions about key details 	Quarter 4: With prompting and support: <ul style="list-style-type: none"> • identify key details in a text • ask questions about key details • answer questions about key details

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with prompting	prompting and	Students know:	Entering/Beginning (Reading/Listening)	EERL.K.1. With guidance and support,	Level IV Students will: EERL.K.1. Identify key details in familiar story.

<p>and support:</p> <p>use writing, speaking, and/or drawing to ask and answer questions about key details in a text</p>	<p>support</p> <p>ask and answer questions</p> <p>key details in a text</p>	<p>how to use prompting and support</p> <p>how to listen to "inner-voice" while reading</p> <p>a few common question stems</p> <p>techniques to pick out important details</p> <p>ways to ask meaningful questions</p> <p>how to refer to a text to answer questions</p> <p>vocabulary: details</p> <p>Students understand that/are able to:</p> <p>use prompting and support efficiently and effectively</p> <p>ask and answer questions to comprehend and monitor understanding</p>	<p>Students are able to point to specific words or phrase to support details. (Writing/Speaking)</p> <p>Students are able to answer a yes/no question in response to question in their L1 about details</p> <p>Developing/Expanding (Reading/Listening)</p> <p>Students are able to answer in their L1 from oral question from teacher. (Writing/Speaking)</p> <p>Students are able to answer simple questions about the story using their L1</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to ask and answer simple questions from oral scenario from teacher. (Writing/Speaking)</p> <p>Students are able to ask and answer based on details orally.</p>	<p>identify details in familiar stories.</p>	<p>Ex. Identify a key detail from a familiar story given an array of choices, including similar distracters.</p> <p>Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail.</p> <p>Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations.</p> <p>Level III Students will:</p> <p>EERL.K.1. With guidance and support, identify details in familiar stories.</p> <p>Ex. With guidance and support (e.g., remind the student to think about what the story told us about the character’s home), identify a detail from a familiar story given an array of choices.</p> <p>Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared).</p> <p>Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations.</p> <p>Level II Students will: EERL.K.1. With guidance and support, identify a favorite detail in familiar story.</p> <p>Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog).</p> <p>Ex. With guidance and support, responds “Me!” when the teacher reads about ice cream in a familiar book and says, “Who likes ice cream?”</p> <p>Level I Students will:</p> <p>EERL.K.1. With guidance and support, interact with or explore pictures and objects related to a familiar story.</p> <p>Ex. Look at the pictures in a book that is being read.</p> <p>Ex. Open and pulls flaps in a lift-the-flap book while it is being read.</p> <p>Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read.</p> <p>Ex. Touches the tactualized illustrations in a book while it is being read.</p>
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		identify key details ask questions about key details use original language to answer questions about key details Students understand that asking and answering questions help a reader comprehend a text.			
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: K	Standard 2 (RL.K.2)
With prompting and support, retell familiar stories including key details.	Quarter 1:	Quarter 2: With prompting and support: <ul style="list-style-type: none"> • identify key details of a story • retell a familiar story including key details 	Quarter 3: With prompting and support: <ul style="list-style-type: none"> • identify key details of a story • retell a familiar story including key details 	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with prompting	prompting and	Students know:	Entering/Beginning	EERL.K.2. With	Level IV Students will:

<p>and support: retell familiar stories, recalling important events and details</p>	<p>support familiar stories key details</p>	<p>techniques for retelling a story appropriate responses to teacher prompts vocabulary: retell, details Students understand that/are able to: remember key details of familiar stories talk about key details of familiar stories respond to teacher prompts Students understand that a story's important events and key details help us better</p>	<p>(Reading/Listening) With guidance and support, students are able to point to pictures or single words which support the message or lesson of a story. (Writing/Speaking) Students are able to describe pictures or events in their L1 that support the message or lesson. Developing/Expanding (Reading/Listening) Students are able to identify (through pointing or saying) single words to support the central message or lesson (Writing/Speaking) Students are able to list the key details that support the central message or lesson using their L1. Bridging/Reaching (Reading/Listening) Students are able to identify which words or phrases convey the</p>	<p>guidance and support, identify major events in familiar stories.</p>	<p>EERL.K.2. Identify major events in text as they appear in a familiar story while it is being read. Ex. Retell what happens in a familiar story. Ex. Indicate major events in a familiar story given a field of choices. Ex. Point to major events as they appear in a familiar story while it is being read. Ex. Verbally list major events from a familiar story. Ex. Use a voice output communication device to say, “That sounds important.” when major events are read aloud during shared reading. Level III Students will: EERL.K.2. With guidance and support, identify major events in familiar stories. Ex. With guidance and support (e.g., remind the student to remember the terrible thing that happened in the story), identify a major event from a familiar story given an array of choices. Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a major event is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch, or otherwise signals the teacher to indicate that an event was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a major event is shown), turn to the part of a book where a major event is written about or depicted in the illustrations. Level II Students will: EERL.K.2. With guidance and support, identify a personally relevant event in familiar story. Ex. With guidance and support, identify an event from a familiar story that is related to own experience (e.g., a character in the story eats ice cream, which happens to be a favorite food for the student). Ex. With guidance and support, select from a field of choices using objects or pictures to indicate a favorite event in text. Ex. With guidance and support, stop or otherwise signal the reader when a preferred event occurs in a familiar story (e.g., In a teacher-made text, stop the teacher when he or she reaches the part of the book that shows a picture or tells about a favored person coming to visit).</p>
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			central idea. (Writing/Speaking) Students are able to produce extended responses to explain the central idea.		Ex. Given a picture card of a detail from a storybook, find the matching picture on a particular page from the book (e.g., In the story <i>Are You My Mother?</i> , the student is given a picture card of a dog because he has a dog. The student then finds the matching picture in the story book.) Level I Students will: EERL.K.2. With guidance and support, act out or complete personally relevant events in familiar stories. Ex. With guidance and support, complete the steps in a daily routine as they are read about in a book. Ex. With guidance and support, use gestures to indicate “all gone” while acting out eating a whole piece of cake at a class party as an adult reads about it in a book made by the class.
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: K	Standard 3 (RL.K.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
With prompting and support, identify characters, settings, and major events in a story.	With prompting and support: <ul style="list-style-type: none"> • define <ul style="list-style-type: none"> o character o setting o major events • identify the <ul style="list-style-type: none"> o character(s) o setting o major events of a story	With prompting and support: <ul style="list-style-type: none"> • define <ul style="list-style-type: none"> o character o setting o major events • identify the <ul style="list-style-type: none"> o character(s) o setting o major events of a story	With prompting and support: <ul style="list-style-type: none"> • define <ul style="list-style-type: none"> o character o setting o major events • identify the <ul style="list-style-type: none"> o character(s) o setting o major events of a story	With prompting and support: <ul style="list-style-type: none"> • define <ul style="list-style-type: none"> o character o setting o major events • identify the <ul style="list-style-type: none"> o character(s) o setting o major events of a story

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support: recall and talk about characters, settings, and major events of a story</p>	<p>characters settings major events prompting and support story</p>	<p>Students know: techniques for identifying characters techniques for identifying settings techniques for identifying major events vocabulary: character, setting, event Students understand that/are able to: respond to teacher prompts identify characters identify setting identify major events Students understand that characters, settings, and major events in a story help the reader better understand other perspectives and cultures.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify characters or setting by pointing to a picture (Writing/Speaking) Students are able to complete sentences in their L1 when describing character or setting of a story. Developing/Expanding (Reading/Listening) Students are able to respond to simple questions about the character or setting of a story. (Writing/Speaking) Students are able to use single words or short phrases to describe a character or setting from a story. Bridging/Reaching (Reading/Listening) Students are able to locate specific examples when describing the character and their actions or a</p>	<p>EERL.K.3. With guidance and support, identify characters and settings in a familiar story.</p>	<p>Level IV Students will: EERL.K.3. Identify the characters and settings in a familiar story. Ex. Indicate characters and settings in a familiar text from a field of choices. Ex. Identify or point to characters as they appear in a familiar story when asked, “Show me” Ex. Name characters in a familiar story. Ex. Draw pictures of the characters or settings in a familiar story without the book present. Ex. Describe a character in a familiar story (e.g., clothing, gender, age). Level III Students will: EERL.K.3. With guidance and support, identify characters and settings in a familiar story. Ex. With guidance and support (using a familiar story such as <i>Pancakes for Breakfast</i>), signal to indicate an illustration of the old lady when asked “Show me the old lady.” Ex. With guidance and support, point to an illustration of the old lady’s kitchen (or other setting she visits in the story) when asked, “Where is she?” Ex. With guidance and support, indicate a character or setting from a familiar story given a field of choices (e.g., pictures, objects, symbols, print). Ex. With guidance and support, identify a character or setting as it appears in a familiar story as it is being read. Ex. With guidance and support, hold up a stick puppet that matches a character in the story when the reader mentions that character’s name. Level II Students will: EERL.K.3. With guidance and support, identify an illustration (or picture description or tactualized image) that shows a character in a familiar story. Ex. With guidance and support, point to a picture of a character in a familiar text when asked, “Show me (character name).” Ex. Given a picture card of a character from a story, find the matching picture on a</p>

			<p>setting and its details. (Writing/Speaking) Students are able to explain in detail the character or setting of a story.</p>		<p>particular page from the story (e.g., In <i>Pancakes for Breakfast</i>, the student will be shown a picture card of the old lady. The student will place the picture on top of the matching picture of the old lady on a particular page in the story book.)</p> <p>Level I Students will: EERL.K.3. With guidance and support, identify people or places that appear in familiar, personally relevant stories. Ex. With guidance and support, the student identifies self as “me” using speech or a gesture when the teacher reads a familiar book that features the student. Ex. With guidance and support, the student identifies family members in a familiar, teacher-made text about the student’s family.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: K	Standard 4 (RL.K.4)
	Quarter 1: Identify unknown words in text	Quarter 2: Identify unknown words in text Recognize that a question requires an answer	Quarter 3: Identify unknown words in text Recognize that a question requires an answer Formulate a question about unknown words in text	Quarter 4: Identify unknown words in text Recognize that a question requires an answer Formulate a question about unknown words in text Use resources/strategies to answer questions about unknown words in text
Ask and answer questions about unknown word in a text.				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: notice and inquire about unknown words in a text	text	Students know: several question stems related to unknown words techniques for identifying unknown words vocabulary: word Students understand that/are able to: identify unknown words	Entering/Beginning (Reading/Listening) Students are able to identify cognates to help with comprehension (Writing/Speaking) Students are able to draw a picture to show meaning of new words Developing/Expanding (Reading/Listening) Students are able to match a feeling or one of the five senses with a word or phrase from the text (Writing/Speaking)	EERL.K.4. With guidance and support, ask about an unknown word in a text.	Level IV Students will: EERL.K.4. Ask and/or answer about an unknown word in a text. Ex. Signal when an unknown word is heard during shared reading (e.g., Before listening to a text, the teacher will give direction to signal [using speech, vocalization, pictures, gesture, or switch] when an unknown word is read.). Ex. Use a voice output communication device to ask, “What does that mean?” when a teacher reads an unknown word in text. Ex. Asks “What’s that?” when an unknown word is read during shared reading. Level III Students will: EERL.K.4. With guidance and support, ask about an unknown word in a text. Ex. Signal (using speech, vocalization, pictures, gesture, or switch) to indicate that an unknown word was read when the teacher looks at the student with an exaggerated, confused expression after reading an unknown word. Ex. Use a voice output communication device to ask, “What does that mean?” in response to an extended pause after a teacher reads an unknown word. Level II Students will: EERL.K.4. With guidance and support, indicate when a recently learned word is used in a text.

	ask questions about unknown words answer questions about unknown words Students understand that words are interesting and important.	Students are able to draw a picture to show a word's meaning Bridging/Reaching (Reading/Listening) Students are able to show examples of word usage. (Writing/Speaking) Students are able to explain and give examples of words used in the text.	Ex. Signal when an unknown word is heard during shared reading (e.g., Before listening to a story, the teacher gives direction to signal [using speech, vocalization, pictures, gesture, or switch] when a specific, recently learned word is read. Each time the teacher reads the word, the student signals.) Ex. Use a voice output communication device to repeat a recently learned word each time it is used during a shared reading. Level I Students will: EEERL.K.4. With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a familiar text. Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, "Give me ____?" Ex. Use a single message voice output device to say a familiar word used during shared reading of a familiar book when given a visual prompt (e.g., the teacher points to the device). Ex. Place a photo of himself into the book when the teacher reads a page that includes the student's name.
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Literature		Cluster: Craft and Structure	Grade: K	Standard 5 (RL.K.5)
	Quarter 1:	Quarter 2:	Quarter 3: Recognize common types of text such as: <ul style="list-style-type: none"> • storybooks • poems 	Quarter 4: Recognize common types of text such as: <ul style="list-style-type: none"> • storybooks • poems
Recognize common types of texts (e.g., storybooks, poems).				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>recognize common types of texts such as storybooks or poems</p>	<p>recognize common types of texts</p>	<p>Students know:</p> <p>features of common types of text</p> <p>vocabulary: storybook, poem</p> <p>Students understand that/are able to:</p> <p>identify common types of texts</p> <p>Students understand that texts can be categorized based on predictable features.</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to identify—with picture cues—which books are fiction and which are non fiction. (Writing/Speaking) Students are able to use their L1 to identify whether a book is fiction or non fiction.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify storybooks they've read.</p>	<p>EERL.K.5. With guidance and support, recognize familiar texts (e.g., storybooks, poems).</p>	<p>Level IV Students will: EERL.K.5. Recognize familiar texts. Ex. Get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, “Can you get ‘<i>Brown Bear, Brown Bear</i>’ for me?”). Ex. State the name of a text the teacher is about to read before the teacher says the name of the book.</p> <p>Level III Students will: EERL.K.5. With guidance and support, recognize familiar texts (e.g., storybooks, poems). Ex. With guidance and support, recognize a familiar text from one familiar and one unfamiliar book. Ex. With guidance and support, recognize the chart with a familiar class song written on it. Ex. With guidance and support, recognize own home-school communication notebook from the stack of all students’ notebooks. Ex. With guidance and support, get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, “Can you get ‘<i>Brown Bear, Brown Bear</i>’ for me?”).</p>

			<p>(Writing/Speaking) Students are able to use single words or short phrases to describe storybooks they've read.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to listen to a poem or storybook and answer short questions about it.</p> <p>(Writing/Speaking) Students are able to explain a piece of writing and tell what makes it a poem or a storybook.</p>	<p>Level II Students will: EERL.K.5. With guidance and support, recognize a favored, familiar text (e.g., storybooks, teacher-made text). Ex. With guidance and support (e.g., the teacher might say, "Show me your book about swimming."), recognize a favored, familiar text from a field of two or more. Ex. With guidance and support, select the book from a choice of the target book and an unfamiliar book after the teacher provides support by saying, "Do you remember that book about your favorite tiger?"</p> <p>Level I Students will: EERL.K.5. With guidance and support, select a text for shared reading. Ex. With guidance and support, select a text from a choice of two presented by the teacher. Ex. With guidance and support, select a song to sing with the class during group time. Ex. With guidance and support, select a text to read with an adult from a bucket of books.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: K	Standard 6 (RL.K.6)
Quarter 1:		Quarter 2:	Quarter 3:	Quarter 4:
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	With prompting and support: <ul style="list-style-type: none"> name the author name the illustrator define what an author does define what an illustrator does 	With prompting and support: <ul style="list-style-type: none"> name the author name the illustrator define what an author does define what an illustrator does 	With prompting and support: <ul style="list-style-type: none"> name the author name the illustrator define what an author does define what an illustrator does 	With prompting and support: <ul style="list-style-type: none"> name the author name the illustrator define what an author does define what an illustrator does

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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with prompting and support: name and define the role of authors and illustrators in telling stories	prompting and support author illustrator story define the role of each in telling the	Students know: techniques for responding to prompts and support where to find name of author where to find name of	Entering/Beginning (Reading/Listening) Students are able to point to a picture of the character that is speaking. (Writing/Speaking) Students are able to say the name of the character or short phrase in their L1 about the character that is	EERL.K.6. With guidance and support, distinguish between words and illustrations in a story.	Level IV Students will: EERL.K.6. Distinguish between words and illustrations in a story. Ex. When asked, point to the words in the text and then the illustration in a story. Ex. In a named book, locate a word and an illustration. Ex. During shared reading, point to the words while the teacher reads and then point to and talk about the pictures in the text. Level III Students will: EERL.K.6. With guidance and support, distinguish between words and illustrations in a story. Ex. Point to words and illustrations when asked (e.g., When shown a book that has an

	story	<p>illustrator</p> <p>signal words for author or illustrator</p> <p>the role of an author in telling a story</p> <p>the role of an illustrator in telling a story</p> <p>vocabulary: story, author, illustrator, role</p> <p>Students understand that/are able to:</p> <p>name the author of a story</p> <p>name the illustrator of a story</p> <p>explain the author's role in telling a story</p> <p>explain the illustrator's role in telling a story</p> <p>respond to prompting and support</p> <p>Students understand the author and</p>	<p>speaking.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify illustrations in the story. (Writing/Speaking) Students are able to give brief descriptions of illustrations in a story.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to distinguish between multiple characters in a text. (Writing/Speaking) Students are able to explain and give brief examples of different characters in a story.</p>		<p>illustration on one side and words on the other, the student will point to the words and illustration when asked.).</p> <p>Ex. With guidance and support, signal to indicate when a teacher is pointing to an illustration and when the teacher is pointing to words in the text.</p> <p>Level II Students will:</p> <p>EERL.K.6. With guidance and support, locate an illustration in the story. Ex. Point to an illustration that is known to be a favorite during shared reading of a favored, familiar storybook. Ex. Use illustrations to find a favorite page in a favorite book (e.g., During shared reading, the teacher asks the student to choose a favorite page to read and the student finds a favorite page in the book using the illustrations.).</p> <p>Level I Students will:</p> <p>EERL.K.6. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. Ex. With guidance and support, interact with puppets that relate to a story being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted storybook being read.</p>
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		illustrator shape the style of a story.			
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: K	Standard 7 (RL.K.7)
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Identify Illustrations Know how to describe	With prompting and support, describe a moment in the story using the illustrations that depict it With prompting and support, describe how the illustrations and story are related as they appear		

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support:</p> <p>talk about what moment in a story an illustration depicts</p>	<p>prompting and support</p> <p>describe the relationship</p> <p>illustrations</p> <p>story</p>	<p>Students know:</p> <p>techniques for responding to prompts and support</p> <p>the role of illustrations in a story</p> <p>techniques for "reading" illustrations</p> <p>vocabulary: illustration, story</p> <p>Students understand that/are able to:</p> <p>respond to prompting and support</p> <p>describe the portion of a text depicted by an illustration</p> <p>Students understand that a book uses both words and illustrations to tell a story.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to illustrations where they found something interesting.</p> <p>(Writing/Speaking) Students are able to make a short list in their L1 of words to describe illustrations</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify illustrations that accompany the sequence of a story.</p> <p>(Writing/Speaking) Students are able to talk in their L1 about how the pictures help tell the story</p> <p>Bridging/Reaching (Reading/Listening) Students are able to create a model or detailed illustration(s) to support the telling of</p>	<p>EERL.K.7. With guidance and support, match illustrations with the story.</p>	<p>Level IV Students will: EERL.K.7. Match illustrations with text in the story. Ex. Match sentences (read by the teacher) that go with photos in a teacher-made book (e.g., child matches photos from a field trip with the sentences the teacher wrote). Ex. Given two or more phrases or sentences from the text, match those to the illustrations that show the same meaning (e.g., In <i>Not Norman</i>, match the illustrations of the animals with the descriptions Norman provides: soft, furry pet that can run and climb trees = illustration of cat). Ex. Match students' names with their photos in a teacher-made text.</p> <p>Level III Students will: EERL.K.7. With guidance and support, match illustrations with the story. Ex. With guidance and support, match pictures of characters with characters' names. Ex. With guidance and support, match a picture of the setting with the description of the setting provided in the text. Ex. The teacher hands the student peer names one at a time while reading each and the student matches the name with the picture in the text.</p> <p>Level II Students will: EERL.K.7. With guidance and support, points to an illustration in the story when it is described or labeled by the teacher. Ex. Indicate a picture from a story after the teacher labels it (e.g., During shared reading, the teacher pauses and labels a picture on one page and the student eye gazes to the picture). Ex. Point to a photo from a teacher-made book (e.g., During shared reading of a teacher-made book with photos of students in the class, the student points to a photo labeled by the teacher).</p> <p>Level I Students will: EERL.K.7. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. Ex. With guidance and support, interact with puppets that relate to a story being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted storybook being read.</p>

			a story. (Writing/Speaking) Students are able to use simple details from illustrations to describe how they help tell the story.		
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: K	Standard 9 (RL.K.9)
With prompting and support, compare and contrast the adventures experiences of characters in familiar stories.	Quarter 1:	Quarter 2: Recognize characters in familiar stories Determine similarities and differences of adventures and experiences in familiar stories Compare adventures and experiences Contrast adventures and experiences	Quarter 3: Recognize characters in familiar stories Determine similarities and differences of adventures and experiences in familiar stories Compare adventures and experiences Contrast adventures and experiences	Quarter 4: Recognize characters in familiar stories Determine similarities and differences of adventures and experiences in familiar stories Compare adventures and experiences Contrast adventures and experiences

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support as needed:</p> <p>compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>prompting and support</p> <p>compare</p> <p>contrast</p> <p>adventures and experiences of characters</p> <p>familiar stories</p>	<p>Student know:</p> <p>techniques for responding to prompts and support</p> <p>techniques for comparing and contrasting</p> <p>the role of characters in familiar stories</p> <p>basic plot elements in familiar stories</p> <p>vocabulary: adventure, experiences, character</p> <p>Students understand that/are able to:</p>	<p>Entering/Beginning (Reading/Listening) Students can point to specific differences or similarities between illustrations of two stories.</p> <p>(Writing/Speaking) Students can make a list, in their L1 or with peers of similarities and differences between stories.</p> <p>Developing/Expanding (Reading/Listening) Students can answer simple oral questions about differences and similarities between stories.</p> <p>(Writing/Speaking) Students can author a</p>	<p>EERL.K.9. With guidance and support, identify the adventures or experiences of a character in a familiar story.</p>	<p>Level IV Students will: EERL.K.9. Identify the adventures or experiences of a character in a story. Ex. Identify the adventures a character in a story experienced from a list read aloud by the teacher. Ex. List one or more experiences of a character in a story (e.g., In <i>Who Sank the Boat</i>, state one or more of the following: got in the boat, fell out of the boat, got wet, got mad, and walked away.).</p> <p>Level III Students will: EERL.K.9. With guidance and support, identify the adventures or experiences of a character in a familiar story. Ex. With guidance and support, select from an array of illustrations from a familiar book one that shows an adventure or experience that the teacher describes (e.g., Teacher might ask, find the picture that shows the mouse jumping into the boat). Ex. With guidance and support, signal for the teacher to stop reading when he or she gets to the page that shows that a character’s experience as directed by the teacher (e.g., Teacher might say, “Stop me when I get to the part that shows the mouse getting surprised by the flea.”).</p> <p>Level II Students will: EERL.K.9. With guidance and support, identify an adventure or experience that occur in a familiar story. Ex. With guidance and support, select illustrations from a familiar story that show the adventures (e.g., select an illustration of the pig jumping in the mud in <i>Mrs. Wishy Washy</i>). Ex. With guidance and support, select adventures that occurred in a familiar book from a list of choices read aloud by the teacher. Ex. With guidance and support, turn to a page in the book that shows an adventure or experience. Ex. With guidance and support, identify an experience from a storybook to act out.</p>

	<p>respond to prompting and support</p> <p>identify characters in a familiar story</p> <p>explain adventures and experiences of characters in familiar stories</p> <p>compare and contrast adventures and experiences of characters in familiar stories</p> <p>Students understand that adventures and experiences of characters can teach the reader about other perspectives and cultures</p>	<p>simple piece describing similarities and differences between stories.</p> <p>Bridging/Reaching (Reading/Listening) Students can distinguish between similar elements of two or more texts.</p> <p>(Writing/Speaking) Students can listen to two or more texts and give details to support similarities and differences.</p>	<p>Level I Students will: EERL.K.9. With guidance and support, act out the adventures or experiences that occur in a familiar storybook. Ex. With guidance and support, uses characters on a felt board to act out an adventure in a familiar storybook. Ex. With guidance and support from peers, act out a scene familiar storybook.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		Cluster: Range of Reading and Level of Text Complexity	Grade: K	Standard 10 (RL.K.10)
Actively engage in group reading activities with	Quarter 1: Actively engage in group reading	Quarter 2: Actively engage in group reading	Quarter 3: Actively engage in group reading	Quarter 4: Actively engage in group reading

purpose and understanding.	<p>activities:</p> <ul style="list-style-type: none"> key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text 	<p>activities:</p> <ul style="list-style-type: none"> key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text 	<p>activities:</p> <ul style="list-style-type: none"> key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text <p>Understand and apply activities that reflect purpose and understanding of text</p>	<p>activities:</p> <ul style="list-style-type: none"> key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) <p>Understand and apply activities that reflect purpose and understanding of text</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: actively and purposefully engage in group reading activities to understand text	actively engage group reading activities	Students know: what it looks and sounds like to actively engage in group	Entering/Beginning (Reading/Listening) Students are able to actively listen to a group read aloud.	EERL.K.10. **This Literature Essential Element references all elements above.	EERL.K.10. **This Literature Essential Element references all elements above.

	purpose and understanding	<p>reading activities</p> <p>how to collaborate with others to understand a variety of texts</p> <p>Students understand that/are able to:</p> <p>actively engage in group reading activities</p> <p>understand a text through collaboration with others</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.</p>	<p>(Writing/Speaking) Students are able to act out the events of a simple story read to them.</p> <p>Developing/Expanding (Reading/Listening) Students are able to follow along with a story being read to the class by indicating understanding through pointing and/or another means.</p> <p>(Writing/Speaking) Students are able to answer oral questions with one or two words in their L1 about a text.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to answer simple questions about grade level stories.</p> <p>(Writing/Speaking) Students are able to connect personal experiences to stories read to them.</p>		
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: K	Standard 1 (RI.K.1)
Recurring With prompting and support, ask and answer questions about key details in a text.	Quarter 1: With prompting and support: <ul style="list-style-type: none"> identify key details in informational text ask questions about key details in informational text answer questions about key ideas in informational text 	Quarter 2: With prompting and support: <ul style="list-style-type: none"> identify key details in informational text ask questions about key details in informational text answer questions about key ideas in informational text 	Quarter 3: With prompting and support: <ul style="list-style-type: none"> identify key details in informational text ask questions about key details in informational text answer questions about key ideas in informational text 	Quarter 4: With prompting and support: <ul style="list-style-type: none"> identify key details in informational text ask questions about key details in informational text answer questions about key ideas in informational text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support, use writing, speaking, and/or drawing to:</p> <p>ask and answer questions about key details in a text</p>	<p>prompting and support</p> <p>ask and answer questions</p> <p>key details in a text</p>	<p>Students know:</p> <p>how to use prompting and support</p> <p>how to listen to "inner-voice" while reading</p> <p>a few common question stems</p> <p>techniques to pick out important details</p> <p>ways to ask meaningful questions</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to point to specific pictures to support an answer to a yes or no question. (Writing/Speaking) Students are able to answer a yes/no question in response to a simple question.</p> <p>Developing/Expanding (Reading/Listening) Students are able to refer to pictures or words from oral information from teacher. (Writing/Speaking) With</p>	<p>EERI.K.1. With guidance and support, identify a detail in a familiar text.</p>	<p>Level IV Students will: EERI.K.1. Identify details in familiar text. Ex. Indicate details given a field of choices about a teacher-created text showing the students completing the steps in a class project (e.g., cooking, planting seeds, making an art project). Ex. Identify a step in instructions read by the teacher (e.g., During shared re-reading of a chart that tells the steps for planting a bean plant, the teacher asks the student to listen to how many beans they need and the student successfully identifies the number).</p> <p>Level III Students will: EERI.K.1. With guidance and support, identify a detail in a familiar text. Ex. With guidance and support, identify a detail in a text from a field of choices. Ex. With guidance and support, stop a reader or otherwise signal when a particular detail is read. Ex. With guidance and support, find the place in a familiar book where a particular detail is presented.</p> <p>Level II Students will: EERI.K.1. With guidance and support, identify a detail in a familiar text about a personally relevant event or daily routine. Ex. With guidance and support, identify a detail from a social story written to help him learn what to expect and how to behave in a frequently occurring situation. Ex. With guidance and support, identify a detail in a <i>Best Part of Me</i> text written by the class.</p>

		<p>how to refer to a text to answer questions</p> <p>vocabulary: details</p> <p>Students understand that/are able to:</p> <p>use prompting and support efficiently and effectively</p> <p>ask and answer questions to comprehend and monitor understanding</p> <p>identify key details</p> <p>ask questions about key details</p> <p>use original language to answer questions about key details</p> <p>Students understand that asking and answering questions helps a reader comprehend a text.</p>	<p>guidance and support, students are able to answer short oral questions from teacher.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to respond to an oral scenario from teacher. (Writing/Speaking) With guidance and support, students are able to explain in detail their response orally.</p>	<p>Level I Students will: EERI.K.1. With guidance and support, interact with or explore pictures or objects related to a text while it is read. Ex. With guidance and support, interact with the milk cartons, dirt, seeds, and spoons that are required to plant the seeds as described in the chart being read with the group. Ex. With guidance and support, visually explore the illustrations in a text about a favored topic (animal, train, etc.).</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: K	Standard 2 (RI.K.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
With prompting and support, identify the main topic and retell key details of a text.		With prompting and support: <ul style="list-style-type: none"> • identify the main topic of a text Retell key details of a text	With prompting and support: <ul style="list-style-type: none"> • identify the main topic of a text • identify key details of a text Retell key details of a text	With prompting and support: <ul style="list-style-type: none"> • identify the main topic of a text • identify key details of a text Retell key details of a text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support:</p> <p>identify the main topic of a text</p> <p>retell key details of a text</p>	<p>prompting and support</p> <p>main topic</p> <p>retell</p> <p>key details</p> <p>text</p>	<p>Students know:</p> <p>techniques for identifying the main idea of a text</p> <p>techniques for identifying key details of a text</p> <p>appropriate responses to teacher prompts</p> <p>vocabulary: main topic, retell, detail</p> <p>Students understand that/are able to:</p> <p>respond to teacher prompts about main idea</p> <p>respond to teacher prompts about key details</p> <p>Students understand that there is a relationship between</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to match details and pictures in a text.</p> <p>(Writing/Speaking) Students are able to restate content based pictures in their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to distinguish illustrations that show key details by pointing or other means.</p> <p>(Writing/Speaking) Students are able to summarize key details of a story in their L1.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to determine the main idea of a text.</p> <p>(Writing/Speaking) Students are able to explain how details support main idea.</p>	<p>EERI.K.2. With guidance and support, identify the topic of a familiar text.</p>	<p>Level IV Students will: EERI.K.2. Indicate the topic of a familiar text. Ex. Indicate the topic of a familiar text given a field of choices. Ex. Express verbally the topic of a familiar text when asked, “What is this text about?”</p> <p>Level III Students will: EERI.K.2. With guidance and support, identify the topic of a familiar text. Ex. With guidance and support, identifies “pets” as the topic after listening to and discussing a text about pets. Ex. With guidance and support, identify that a teacher or class-made book is about a trip the class took to a museum. Ex. With guidance and support, identify the main topic of an informational text about a single, clear topic (e.g., <i>Bread, Bread, Bread</i>).</p> <p>Level II Students will: EERI.K.2. With guidance and support identify an object or picture that relates to the topic of a familiar text. Ex. With guidance and support during shared reading of a text about a favored activity (e.g., swimming), identify an object related to the activity (e.g., “What do you wear when you go swimming?”). Ex. With guidance and support during shared reading of a familiar text, identify an object or picture that relates to the topic of the text (e.g., select an apple from an arrangement of objects when reading a book about apple trees).</p> <p>Level I Students will: EERI.K.2. With guidance and support, identify a familiar book about a preferred topic. Ex. With guidance and support, identify a familiar book about trains or other preferred topic by looking, reaching, or touching.</p>

		key details and the main topic of a text.			Ex. With guidance and support, identify a familiar book about a favored activity.
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: K	Standard 3 (RI.K.3)
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Quarter 1:	Quarter 2:	Quarter 3: With prompting and support: <ul style="list-style-type: none"> identify key details about an individual discussed in an informational text identify details about events or ideas in a text With prompting and support: <ul style="list-style-type: none"> discuss how two <ul style="list-style-type: none"> o individuals o events o ideas o pieces of information in a text connect <ul style="list-style-type: none"> identify a relationship between elements in informational piece 	Quarter 4: With prompting and support: <ul style="list-style-type: none"> identify key details about an individual discussed in an informational text identify details about events or ideas in a text With prompting and support: <ul style="list-style-type: none"> discuss how two <ul style="list-style-type: none"> o individuals o events o ideas o pieces of information in a text connect identify a relationship between elements in informational piece

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support:</p> <p>recall and explain how individuals, events, ideas, or information in a text are connected</p>	<p>prompting and support</p> <p>describe the connection</p> <p>pieces of information</p> <p>text</p>	<p>Students know:</p> <p>techniques for identifying individuals, events, ideas, or pieces of information</p> <p>techniques for identifying connections between individuals, events, ideas, or pieces of information</p> <p>possible sentence starters for talking about development of ideas within a text</p> <p>how to respond to teacher prompting</p> <p>vocabulary: connection, event, idea, piece of information</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to act out simple events of a familiar story or sequence of instructions. (Writing/Speaking) Students are able to describe the events of a story or set of instructions using their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to role play to show relationships between events in a story. (Writing/Speaking) Students are able to answer short questions about the relationship between events in a</p>	<p>EERI.K.3. With guidance and support, identify individuals, events, or ideas in a familiar informational text.</p>	<p>Level IV Students will: EERI.K.3. Identify individuals, events, or ideas in an informational text. Ex. Given a field of options, identify individuals, events, or ideas from a text. Ex. Stop or otherwise signal a reader when a predetermined event or idea is read.</p> <p>Level III Students will: EERI.K.3. With guidance and support, identify individuals, events, or ideas in a familiar informational text. Ex. With guidance and support, identify an event described in a familiar text given a field of choices (e.g., a baseball game or a movie). Ex. With guidance and support, identify an individual in a familiar text given a field of choices. Ex. With guidance and support, identify one idea an author of a familiar text shared about a known topic.</p> <p>Level II Students will: EERI.K.3. With guidance and support, act out events or actions in a familiar informational text. Ex. Imitate the actions of the teacher to act out a familiar text (e.g., The teacher stretches her arms wide while reading about the butterfly stretching out its wings and the student imitates the action.). Ex. With guidance and support from peers, act out events in a text about the class.</p> <p>Level I Students will: EERI.K.3. With guidance and support, participate in acting out events or imitate actions from routines in a familiar informational text. Ex. Imitate the actions of the teacher to act out a familiar text when directed (e.g., The teacher stretches her arms wide while reading about the butterfly stretching out its wings and the student imitates the action when the teacher says, “Stretch your arms like the butterfly.”). Ex. With guidance and support from peers, participate with a group that is acting out events in</p>

	<p>Students understand that/are able to:</p> <p>explain individuals, events, ideas, or pieces of information</p> <p>describe connections between individuals, events, ideas, or pieces of information</p> <p>respond to teacher prompting</p> <p>Students understand there are connections between individuals, events, ideas, and pieces of information in a text.</p>	<p>story.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to explain the relationships found in text between events.</p> <p>(Writing/Speaking) Students are able to use short words or phrases that that references connections and cause/effect from a text.</p>		<p>a text about the class.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: K	Standard 4 (RI.K.4)
With prompting and support, ask and answer questions about unknown words in a	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify unknown words in text Recognize that a question requires	Identify unknown words in text Recognize that a question requires an	Identify unknown words in text Recognize that a question requires an

text.		<p>an answer</p> <p>Formulate a question about unknown words in a text, with prompting and support</p> <p>Answer questions about unknown words in a text, with prompting and support</p>	<p>answer</p> <p>Formulate a question about unknown words in a text, with prompting and support</p> <p>Answer questions about unknown words in a text, with prompting and support</p>	<p>answer</p> <p>Formulate a question about unknown words in a text, with prompting and support</p> <p>Answer questions about unknown words in a text, with prompting and support</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with prompting and support: notice and inquire about unknown words in a text	<p>prompting and support</p> <p>ask and answer questions</p> <p>unknown words</p>	<p>Students know:</p> <p>several question stems related to unknown words</p> <p>techniques for identifying unknown</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify cognates to help with comprehension</p> <p>(Writing/Speaking) Students are able to</p>	<p>EERI.K.4. With guidance and support, ask about an unknown word in a text.</p>	<p>Level IV Students will: EERI.K.4. Ask about an unknown word in a text. Ex. While listening to a new book, ask the reader, “What does that mean?” when an unknown word is read. Ex. During shared reading, use a voice output device to ask, “What?” when an unknown word is read.</p> <p>Level III Students will: EERI.K.4. With guidance and support, ask about an unknown word in a text.</p>

	text	<p>words</p> <p>vocabulary: word</p> <p>Students understand that/are able to:</p> <p>respond to prompting and support</p> <p>identify unknown words</p> <p>ask questions about unknown words</p> <p>answer questions about unknown words</p> <p>Student understand that words and phrases are interesting and important.</p>	<p>draw a picture to show meaning of new words</p> <p>Developing/Expanding (Reading/Listening) Students are able to match definition or picture to new vocabulary (Writing/Speaking) Students are able to draw a picture to show understanding</p> <p>Bridging/Reaching (Reading/Listening) Students are able to identify unknown words and use strategies to find the meaning (Writing/Speaking) Students are able to explain and give examples of ways to find meanings of unknown words</p>		<p>Ex. With guidance and support, signal the teacher (using speech, vocalization, gesture, or switch) to indicate recognition of an unknown vocabulary word in a text.</p> <p>Ex. With guidance and support, ask about an unknown word (e.g., During shared reading, the teacher pauses dramatically after reading a word that is unfamiliar to the student and the student uses a single message voice output device to ask, “What does that mean?”).</p> <p>Level II Students will: EERI.K.4. With guidance and support, indicate when a recently learned word is used in a text. Ex. Signal each time a specified new word identified by the teacher is used (e.g., Before engaging in shared reading of a text, the teacher gives directions to signal [using speech, vocalization, pictures, gestures, or switch] when a specific, recently learned word is read, and the student signals each time the new word is read.). Ex. Use a voice output device to say a recently learned word when it is used in the text during shared reading.</p> <p>Level I Students will: EERI.K.4. With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a text. Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, “Give me ____?” Ex. Place a photo of himself into the book when the teacher reads a page that includes the student’s name. Ex. Fill in a word (using speech, a single picture symbol, a single message voice output device, or a sign) that is repeated regularly within a text.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,

chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: K	Standard 5 (RI.K.5)
Identify the front cover, back cover, and title page of a book.	Quarter 1: Identify: <ul style="list-style-type: none"> • front cover • back cover • title page 	Quarter 2: Identify: <ul style="list-style-type: none"> • front cover • back cover • title page 	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
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<p>Students identify parts of a book including:</p> <p>front cover</p> <p>back cover</p> <p>title page</p>	<p>front cover</p> <p>back cover</p> <p>title page</p>	<p>Students know:</p> <p>parts of a book</p> <p>vocabulary: front cover, back cover, title page</p> <p>Students understand that/are able to:</p> <p>identify the front cover of a book</p> <p>identify the back cover of a book</p> <p>identify the title page of a book</p> <p>Students understand that all books have predictable physical features.</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to point to text features (pages, words, front and back)</p> <p>(Writing/Speaking) Students are able to answer yes or no questions about text features in their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify some text features</p> <p>(Writing/Speaking) Students are able to name some text features</p> <p>Bridging/Reaching (Reading/Listening) Students are able to use a kid friendly search tool</p> <p>(Writing/Speaking) Students are able to give simple explanation of the purpose of text features</p>	<p>EERI.K.5. With guidance and support, identify parts of a book.</p>	<p>Level IV Students will: EERI.K.5. Identify parts of the book as applicable (top, front cover, title, beginning of text). Ex. Locate the front or back of a book. Ex. Locate the title of the book. Ex. Point to the beginning (first page of text). Ex. Point to the beginning or end of the week on the calendar.</p> <p>Level III Students will: EERI.K.5. With guidance and support, identify parts of a book. Ex. With guidance and support, locate the front or back of a book. Ex. With guidance and support, locate the title of a book.</p> <p>Level II Students will: EERI.K.5. Exhibit appropriate book handling or interaction skills. Ex. Turn pages from front to back. Ex. Hold the book correctly (right side up). Ex. Hit a switch appropriately to turn the pages in a computer book waiting between switch hits for the narrator to finish reading the page before hitting the switch again.</p> <p>Level I Students will: EERI.K.5. Exhibit emerging book handling skills. Ex. Browse through pages in the book occasionally turning one page at a time. Ex. Hit a switch to turn the pages in a computer book, not always waiting between switch hits for the narrator to finish reading the page before hitting the switch again.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Informational	Cluster: Craft and Structure		Grade: K	Standard 6 (RI.K.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Name the author	Name the author	Name the author	Name the author
	Name the illustrator	Name the illustrator	Name the illustrator	Name the illustrator
	Define what an author does	Define what an author does	Define what an author does	Define what an author does
	Define what an illustrator does	Define what an illustrator does	Define what an illustrator does	Define what an illustrator does

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>name and define the role of authors and illustrators in presenting ideas or information</p>	<p>author</p> <p>illustrator</p> <p>text</p> <p>define the role of each</p> <p>ideas</p> <p>information</p>	<p>Students know:</p> <p>where to find the name of author</p> <p>where to find the name of illustrator</p> <p>signal words for author or illustrator</p> <p>role of an author in presenting ideas</p> <p>role of an illustrator in presenting ideas</p> <p>vocabulary: author, illustrator, ideas, information</p> <p>Students understand that/are able to:</p> <p>name the author of a text</p> <p>name the illustrator of a text</p> <p>explain the author's role in presenting</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to distinguish between words and pictures in a story.</p> <p>(Writing/Speaking) With guidance and support, students are able to answer short yes and no questions based on illustrations in the story.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to distinguish between the title of a book and the author's name.</p> <p>(Writing/Speaking) Students are able to talk about how the pictures help tell the story in their L1.</p> <p>Bridging/Reaching (Reading/Listening)</p>	<p>EERI.K.6. With guidance and support, distinguish between print and illustrations in an informational text.</p>	<p>Level IV Students will: EERI.K.6. Distinguish between print and illustrations in an informational text. Ex. Distinguish between the printed words and pictures in a text. Ex. Distinguish between the pictures and the printed names of classmates in a classroom <i>All About Us</i> book.</p> <p>Level III Students will: EERI.K.6. With guidance and support, distinguish between print and illustrations in an informational text. Ex. With guidance and support, distinguish (e.g., point to, gesture, or use eye gaze) the illustration from the words upon request when given an informational text containing an illustration. Ex. With guidance and support, distinguish between the words and symbols on a visual schedule.</p> <p>Level II Students will: EERI.K.6. With guidance and support, find an illustration in the text. Ex. With guidance and support, identify an illustration in an informational text while listening to someone read the text. Ex. With guidance and support during share reading, locate an illustration in an informational text that is described by the reader.</p> <p>Level I Students will: EERI.K.6. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. Ex. With guidance and support, interact with objects that relate to a text being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted text being read.</p>

		ideas explain the illustrator's role in presenting ideas Students understand how the author and illustrator shape the style of a text.	Students are able to identify the illustrator as different from the author in a story. (Writing/Speaking) Students are able to answer simple questions about the author's role and illustrator's role in creating a storybook.		
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: K	Standard 7 (RI.K.7)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
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).			<p>With prompting and support, describe:</p> <ul style="list-style-type: none"> • people • places • things • ideas <p>that illustrations depict</p> <p>With prompting and support, describe the relationships between illustrations and text</p>	<p>With prompting and support, describe:</p> <ul style="list-style-type: none"> • people • places • things • ideas <p>that illustrations depict</p> <p>With prompting and support, describe the relationships between illustrations and text</p>

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support:</p> <p>talk about what part of a text an illustration shows</p>	<p>prompting and support</p> <p>describe the relationship</p> <p>illustrations</p> <p>text</p>	<p>Students know:</p> <p>techniques for responding to prompts and support</p> <p>the role of illustrations in a text</p> <p>techniques for "reading" illustrations</p> <p>vocabulary: illustration</p> <p>Students understand that/are able to:</p> <p>respond to prompting</p>	<p>Entering/Beginning (Reading/Listening) Students are able to distinguish between words and pictures.</p> <p>(Writing/Speaking) Students are able to make a short list of words to describe illustrations in their L1.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to identify</p>	<p>EERI.K.7. With guidance and supports, match illustrations to an informational text.</p>	<p>Level IV Students will: EERI.K.7. Match parts of an informational text with illustrations in a text. Ex. Given a printed name read by a teacher, identify the page in the <i>All About Us</i> text where the student's photo is found. Ex. Given a text with simple sentences read by a teacher, identifies the illustration (e.g., The teacher reads, "The butterfly is blue." and the student identifies an image of a blue butterfly.) to match the sentence.</p> <p>Level III Students will: EERI.K.7. With guidance and support, match illustrations to an informational text. Ex. With guidance and support, after listening to text about a rabbit, match an illustration of a rabbit with an informational text describing the rabbit. Ex. With guidance and support, match an illustration of a tree to the description of the tree in an informational text.</p> <p>Level II Students will: EERI.K.7. With guidance and support, point to an illustration in an informational text when it is described or labeled by the teacher. Ex. With guidance and support during shared reading of an informational text, point to the</p>

		<p>and support</p> <p>describe the portion of a text depicted by an illustration</p> <p>Students understand that a text uses both words and illustrations to convey information.</p>	<p>information learned from illustrations (Writing/Speaking) Students are able to talk about how the pictures help tell the story</p> <p>Bridging/Reaching (Reading/Listening) Students are able to create detailed illustration(s) to support a story. (Writing/Speaking) Students are able to use details from illustrations to describe the events of a story.</p>		<p>illustrations as the teacher describes them. Ex. With guidance and support, point to the illustration that matches the stage of pumpkin growth from the book, <i>From Seed to Pumpkin</i>.</p> <p>Level I Students will: EERI.K.7. With guidance and support during shared reading, interact with or explore illustrations, objects or other tactual representations of the text. Ex. With guidance and support during shared reading, interact with objects that represent the information in the text. Ex. With guidance and support during shared reading, explore the tactual information on the page of an adapted book. Ex. With guidance and support during shared reading, visually explore the illustrations in a text.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: K	Standard 8 (RI.K.8)
With prompting and support, identify the reasons an author gives to support points in a text.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Identify reasons the author gives to support points in the text, with prompting and support

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with prompting and support:</p> <p>identify the reasons an author gives to support points in a text</p>	<p>prompting and support</p> <p>identify reasons an author gives support points text</p>	<p>Students know:</p> <p>techniques for responding to prompts and support</p> <p>an author's points should be supported by reasons</p> <p>techniques for identifying an author's</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to identify clues that the author gives about her points in writing or illustrations.</p> <p>(Writing/Speaking) Students are able to answer yes/no questions about clues an author uses to support her</p>	<p>EERI.K.8. With guidance and support, identify points the author makes in an informational text.</p>	<p>Level IV Students will: EERI.K.8. Identify points the author makes in an informational text. Ex. During shared reading of an informational text about frogs, select from a field of choices the points the author makes about frogs (e.g., Not all frogs are green.). Ex. During shared reading of an informational text about the weather (<i>What's the Weather Today?</i>), identify points the author makes about weather from an array of choices.</p> <p>Level III Students will: EERI.K.8. With guidance and support, identify points the author makes in an informational text. Ex. With guidance and support during shared reading of a text about pumpkins (<i>From Seed to Pumpkin</i>), select from a field of choices the points the author makes about pumpkins (e.g., Pumpkins grow from seeds.).</p>

		<p>point(s)</p> <p>techniques for identifying supporting reasons</p> <p>vocabulary: reasons, author, points in a text</p> <p>Students understand that/are able to:</p> <p>respond to prompts and support</p> <p>identify an author's point(s)</p> <p>identify the reasons an author gives to support point(s)</p> <p>Students understand that an author's arguments must be supported by reasons.</p>	<p>point in their L1.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to match the author's points with clues and evidence given. (Writing/Speaking) Students are able to identify the author's point and evidence with single words or short phrases.</p> <p>Bridging/Reaching (Reading/Listening) With guidance and support, students are able to distinguish between an author's main point and extraneous detail. (Writing/Speaking) Students are able to offer simple descriptions and examples of the author's point in a text.</p>	<p>Ex. With guidance and support during shared reading of a text about the weather (<i>What's the Weather Today?</i>), identify points the author makes about weather from an array of choices.</p> <p>Level II Students will: EERL.K.8. With guidance and support, recognize when a point the author makes in an informational text is read. Ex. With guidance and support during shared reading of a text about pumpkins (e.g., <i>From Pumpkin to Seed</i>) and the direction to listen to find out what the author says about the color of pumpkins, signal to indicate when the point is read aloud. Ex. With guidance and support during shared reading of a teacher-made text about a classroom routine and the direction to listen to figure out what the author says to do first, stop the reader when the appropriate part is read.</p> <p>Level I Students will: EERL.K.8. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. Ex. With guidance and support during shared reading of an informational text, interact with objects that represent the information in the text. Ex. With guidance and support during shared reading, explore the tactual information on the page of an adapted book. Ex. With guidance and support during shared reading, visually explore the illustrations in a text.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: K	Standard 9 (RI.K.9)
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify <ul style="list-style-type: none"> • basic similarities in and • differences between (e.g., <ul style="list-style-type: none"> o illustrations o descriptions o procedures) two texts on the same topic	Identify <ul style="list-style-type: none"> • basic similarities in and • differences between (e.g., <ul style="list-style-type: none"> o illustrations o descriptions o procedures) two texts on the same topic	Identify <ul style="list-style-type: none"> • basic similarities in and • differences between (e.g., <ul style="list-style-type: none"> o illustrations o descriptions o procedures) two texts on the same topic

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
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<p>Students, with prompting and support:</p> <p>identify basic similarities and differences between two texts on the same topic</p>	<p>prompting and support</p> <p>identify basic similarities in and differences between two texts on the same topic</p> <p>illustrations</p> <p>descriptions</p> <p>procedures</p>	<p>Students know:</p> <p>techniques for responding to prompts and support</p> <p>techniques for identifying similarities and differences</p> <p>vocabulary: illustrations, descriptions, procedures, similar, difference, topic</p> <p>Students understand that/are able to:</p> <p>respond to prompting and support</p> <p>identify the topic of a text</p> <p>identify similarities between two texts on the same topic</p> <p>identify differences between two texts on the same topic</p> <p>refer to illustrations, descriptions, or</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students can identify differences or similarities between illustrations</p> <p>(Writing/Speaking) With guidance and support, students can make a list with peers or in their L1 of similarities and differences</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students can compare simple details of similarities or differences between texts.</p> <p>(Writing/Speaking) Students can categorize the details found in two texts of the same topic.</p> <p>Bridging/Reaching (Reading/Listening) Students can distinguish between similar elements of two texts.</p> <p>(Writing/Speaking)</p>	<p>EERI.K.9. With guidance and support, match similar parts of two texts on the same topic.</p>	<p>Level IV Students will: EERI.K.9. Match similar parts of two texts on the same topic. Ex. Given similar parts from two texts, identify the parts that are the same (e.g., both about dogs). Ex. Given two texts about farm animals, match the two parts that discuss pigs. Ex. Match the parts of two teacher-made books showing kids engaged in the same activity (e.g., getting on the bus, getting messy, cooking, eating, playing).</p> <p>Level III Students will: EERI.K.9. With guidance and support, match similar parts of two texts on the same topic. Ex. With guidance and support, select from a field of choices two illustrations from different texts that show the same object. Ex. With guidance and support, match food items on one week’s lunch menu with similar items on the next week’s menu.</p> <p>Level II Students will: EERI.K.9. With guidance and support, identify same pictures/objects from an informational text. Ex. With guidance and support, match two illustrations from an informational text that show the same object. Ex. With guidance and support, match pictures of food items from the lunch menu.</p> <p>Level I Students will: EERI.K.9. With guidance and support, communicate an understanding that items can be the same when presented with two like objects or pictures. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate understanding that two pictures match. Ex. With guidance and support, indicate a second picture of self, given one picture of self.</p>
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		procedures in their responses Students understand that thorough knowledge of a topic is developed through reading several texts about that topic.	Students can analyze two texts and use evidence to support comparisons and contrasting information		
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Informational		Cluster: Range of Reading and Level of Text Complexity	Grade: K	Standard 10 (RI.K.10)
Actively engage in group reading activities with purpose and understanding.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Actively engage in group reading activities: <ul style="list-style-type: none"> key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) 	Actively engage in group reading activities: <ul style="list-style-type: none"> key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) 	Actively engage in group reading activities: <ul style="list-style-type: none"> key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) <p>Understand and apply activities that reflect purpose and understanding of text</p>	Actively engage in group reading activities: <ul style="list-style-type: none"> key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) integration of Knowledge and Ideas (describe the relationship between illustrations and the

				<p>text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic)</p> <p>Understand and apply activities that reflect purpose and understanding of text</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>actively and purposefully engage in group reading activities to understand text</p>	<p>actively engage</p> <p>group reading activities</p> <p>purpose and understanding</p>	<p>Students know:</p> <p>what it looks and sounds like to actively engage in group reading activities</p> <p>how to collaborate with others to understand a variety of texts</p> <p>Students understand that/are able to:</p> <p>actively engage in group reading activities</p> <p>understand a text</p>	<p>Entering/Beginning (Reading/Listening) With guidance and support, students are able to identify elements of a story (characters, setting) in their L1. (Writing/Speaking) With guidance and support, students are able to answer oral questions about a text in their L1.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to describe</p>	<p>EERI.K.10. **This Literature Essential Element references all elements above.</p>	<p>EERI.K.10. **This Literature Essential Element references all elements above.</p>

		<p>through collaboration with others</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.</p>	<p>elements of a story using single words or simple phrases. (Writing/Speaking) With guidance and support, students are able to answer oral questions about a story using single words or simple phrases.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to briefly summarize grade level text. (Writing/Speaking) Students are able to connect personal experiences to text</p>		
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard:1: Demonstrate understanding of the organization and basic features of print.					
Strand: Reading Foundational Skills		Cluster: Print Concepts	Grade: K	Standard 3 (RF.K.1)	
<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
	<p>Recognize that words on a page progress:</p> <ul style="list-style-type: none"> • from left to right and • from top to bottom 	<p>Follow:</p> <ul style="list-style-type: none"> • words from left to right • words top to bottom • words page by page 	<p>Follow:</p> <ul style="list-style-type: none"> • words from left to right • words top to bottom • words page by page 	<p>Follow:</p> <ul style="list-style-type: none"> • words from left to right • words top to bottom • words page by page 	
	<p>Recognize and name upper- and lowercase letters of the alphabet</p>	<p>Recognize that :</p> <ul style="list-style-type: none"> • spoken words are represented in written language by specific sequences of letters • recognize that words are separated by spaces in print 	<p>Recognize that :</p> <ul style="list-style-type: none"> • spoken words are represented in written language by specific sequences of letters • recognize that words are separated by spaces in print • recognize that sentences are made up of words 	<p>Recognize that :</p> <ul style="list-style-type: none"> • spoken words are represented in written language by specific sequences of letters • recognize that words are separated by spaces in print • recognize that sentences are made up of words 	
		<p>Recognize and name upper- and lowercase letters of the alphabet</p>	<p>Recognize and name upper- and lowercase letters of the alphabet</p>	<p>Recognize and name all upper- and lowercase letters of the alphabet</p>	<p>Recognize and name all upper- and lowercase letters of the alphabet</p>

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>listen and point to (track) printed words from left to right, top to bottom, and page by page as text is read aloud</p> <p>independently match upper and lower case letters while naming them</p> <p>identify examples of words and letters on a printed page</p> <p>match oral words to printed words</p>	<p>features of print</p>	<p>Students know:</p> <p>print is organized and read from left to right, top to bottom</p> <p>spoken words are represented in written language</p> <p>words in print are made up of letters</p> <p>vocabulary: word, letter, lower-case letter, upper-case letter, space</p> <p>Students understand that/are able to:</p> <p>listen and track printed words from left to right, top to bottom, and page by page</p> <p>distinguish letters from words</p> <p>recognize and identify some aspects of text structure, such as word</p>	<p>Entering/Beginning</p> <p>(Reading/Listening) Students are able to match oral words to pictures.</p> <p>(Writing/Speaking) Students are able to point an individual letter or word with prompting.</p> <p>Developing/Expanding</p> <p>(Reading/Listening) Students are able to point to first and last words in a sentence.</p> <p>(Writing/Speaking) Students are able to write or say the first and last words of a sentence.</p> <p>Bridging/Reaching</p> <p>(Reading/Listening) Students are able to show where a capital letter would go in their own name or a period in a sentence.</p> <p>(Writing/Speaking) Students are able to understand which words</p>	<p>EERF.K.1. With guidance and support, demonstrate an emerging understanding of the organization and basic features of print.</p> <p>With guidance and support during shared reading, turn pages one page at a time from beginning to end.</p> <p>N/A</p> <p>N/A</p> <p>With guidance and support, recognize first letter of own name in print.</p>	<p>Level IV Students will:</p> <p>EERF.K.1.a. Turn pages appropriately while listening to someone read. Ex. When someone is reading, wait for the reading to be finished before turning the page.</p> <p>EERF.K.1.b-c. N/A</p> <p>EERF.K.1.d. Recognize first letter of own name in print. Ex. Point to own name on the <i>Who's at School</i> chart and says the name of the first letter during morning group. Ex. Say the name of the first letter of own name (e.g., During a shared writing activity, the teacher writes the student's name and the student says the name of the first letter.).</p> <p>Level III Students will:</p> <p>EERF.K.1.a. With guidance and support during shared reading, turn pages one page at a time from beginning to end. Ex. During shared reading, turn the page when the reader stops and gestures to guide the student to turn the page. Ex. Listen to books on tape that have an audible tone to indicate when the page should be turned.</p> <p>EERF.K.1.b-c. N/A</p> <p>EERF.K.1.d. With guidance and support, recognize first letter of own name in print. Ex. With guidance and support during morning group, point to own name on the <i>Who's at School</i> chart and say the name of the first letter. Ex. With guidance and support, say the first letter of own name during a shared writing activity (e.g., During a shared writing activity, the teacher writes the student's name and the student says the name of the first letter.). Ex. With guidance and support, say the name of the first letter of own name posted in the room (e.g., With guidance and support from an adult who points to the name posted on a bulletin board, in a cubby, and other locations in the classroom, the student says the name of the first letter.</p>

		<p>beginnings, word endings, and space between words</p> <p>recognize and name upper- and lowercase letters</p> <p>Students understand that printed text provides information and is composed of letters, words, sentences, and spaces and is read left-to-right, top-to-bottom.</p>	<p>are capitalized.</p>		<p>Level II Students will:</p> <p>EERF.K.1.a. With guidance and support, recognize that books are read one page at a time. Ex. With guidance and support while listening to a book on tape, turn the page after an audible beep. Ex. With guidance and support during shared reading, turn page after the teacher separates the page.</p> <p>EERF.K.1.b-c. N/A</p> <p>EERF.K.1.d. With guidance and support, recognize one letter at a time in print. Ex. Point to letters on the bulletin board and other locations in the classroom when asked, “Where do you see letters?” Ex. With guidance and support, say the name of a letter from any word posted in the room (e.g., When an adult points out and names letters, words, and pictures on bulletin boards in the classroom and throughout the school, the student says any letter name when the adults points at letters).</p> <p>Level I Students will:</p> <p>EERF.K.1.a. With guidance and support, turn pages in a book. Ex. With guidance and support while reading a book on the computer, turn pages by clicking the mouse or a switch. Ex. With guidance and support during shared reading, turn pages but not necessarily front to back or one at a time.</p> <p>EERF.K.1.b-c. N/A</p> <p>EERF.K.1.d. With guidance and support, explore letters in a variety of forms (e.g., keyboards, letter stamps, and magnetic letters). Ex. With guidance and support from an adult who labels the letters and says words that start with the letter-sound, explore magnet letters on a cookie sheet. Ex. With guidance and support from an adult who labels the letters and says words that start with the letter-sound, use a switch to select letters from an onscreen keyboard and listen as they are typed in a talking word processor. Ex. With guidance and support, use alphabet software that is accessed by selecting letters on a keyboard.</p>
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Grade K

College and Career Readiness (CCR) Anchor Standard: 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
Strand: Reading Foundational Skills		Cluster: Phonological Awareness	Grade: K	Standard 3 (RF.K.2)
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Quarter 1:</p> <p>Recognize rhyming words:</p> <ul style="list-style-type: none"> initial sounds ending sounds short vowel sounds <p>Count syllables in spoken words</p> <p>Pronounce syllables in spoken words</p> <p>Blend syllables in spoken words</p> <p>Segment syllables in spoken words</p>	<p>Quarter 2:</p> <p>Recognize rhyming words:</p> <ul style="list-style-type: none"> initial sounds ending sounds short vowel sounds <p>Count syllables in spoken words</p> <p>Pronounce syllables in spoken words</p> <p>Blend syllables in spoken words</p> <p>Segment syllables in spoken words</p> <p>Blend onsets and rimes of single-syllable spoken words</p> <p>Blend and read CVC words, to:</p> <ul style="list-style-type: none"> recognizing the initial sound medial vowel and final sounds <p>Add individual sounds in simple one syllable words to make new words</p> <p>Substitute individual sounds in simple one syllable words to make new words</p>	<p>Quarter 3:</p> <p>Recognize rhyming words:</p> <ul style="list-style-type: none"> initial sounds ending sounds short vowel sounds <p>Produce rhyming words</p> <p>Segment onsets and rimes of single syllable spoken words</p> <p>Blend and read CVC words, to:</p> <ul style="list-style-type: none"> recognizing the initial sound medial vowel and final sounds <p>Isolate and pronounce CVC words, to:</p> <ul style="list-style-type: none"> recognizing the initial sound medial vowel and final sounds <p>Add individual sounds in simple one syllable words to make new words</p> <p>Substitute individual sounds in simple one syllable words to make new words</p>	<p>Quarter 4:</p> <p>Recognize rhyming words:</p> <ul style="list-style-type: none"> initial sounds ending sounds short vowel sounds <p>Produce rhyming words</p> <p>Blend and read CVC words, to:</p> <ul style="list-style-type: none"> recognizing the initial sound medial vowel and final sounds <p>Blend and read CVC words, to:</p> <ul style="list-style-type: none"> recognizing the initial sound medial vowel and final sounds <p>Add individual sounds in simple one syllable words to make new words</p> <p>Substitute individual sounds in simple one syllable words to make new words</p>

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>recite rhyming words they hear in poems or songs</p> <p>generate their own rhyming words</p> <p>hear and say syllables in a word (po-ta-to)</p> <p>isolate and pronounce phonemes (b-u-n) in words</p> <p>blend two or three phonemes into words (s-a-d)</p> <p>identify and say beginning phonemes in words (mat, mom, mad)</p> <p>identify and say ending phonemes in words (let, sit, hat)</p> <p>identify and say medial vowel sound (phoneme) in words (can, sat, dad)</p> <p>maneuver phonemes to make new words (at, hat, cat, bat)</p>	<p>phonemes</p> <p>onsets</p> <p>rimes</p>	<p>Students know:</p> <p>rhyming words have the same rime</p> <p>spoken words and syllables are made up of sequences of sounds</p> <p>a word is made up of one or more syllables</p> <p>sounds of letters</p> <p>vocabulary: rhyming words, syllables</p> <p>Students understand that/are able to:</p> <p>recognize and produce rhyming words</p> <p>hear and say syllables in a word</p> <p>blend onsets and rimes together to make words</p> <p>hear and say each</p>	<p>Entering/Beginning</p> <p>(Reading/Listening) Students are able to recognize sounds of letters</p> <p>(Writing/Speaking) Students are able to reproduce sounds of letters</p> <p>Developing/Expanding</p> <p>(Reading/Listening) Students are able to recognize sounds in spoken words with accompanying illustrations.</p> <p>(Writing/Speaking) Students are able to reproduce blends or short vowel words from models.</p> <p>Developing/Expanding</p> <p>Bridging/Reaching</p> <p>(Reading/Listening) Students are able to remove or add sounds to existing words to make new words (eg. “If you</p>	<p>EERF.K.2. With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>With guidance and support, recognize rhyming words.</p> <p>With guidance and support, recognize the number of words in a spoken message.</p> <p>With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will:</p> <p>EERF.K.2.a. Recognize rhyming words. Ex. After listening to <i>The Cat in the Hat</i>, says “hat” when asked to say another word that ends like/sounds like “cat”.</p> <p>Ex. Given an array of pictures or objects, identify the one that represents a word that rhymes with a familiar word.</p> <p>EERF.K.2.b. Indicate the number of words in a spoken message. Ex. Clap one time for each word as it is spoken in a complete message. Ex. Indicate the numeral that represents the number of words in a spoken message.</p> <p>EERF.K.2.c. Identify a word that starts with the same sound as a familiar word. Ex. Identify, from an array, a picture that represents a word that starts with the same sound as a target, familiar word. Ex. Play a memory game with picture cards and words having the same beginning sound (e.g., The student matches picture cards that represent the same beginning sound. The teacher verbally identifies the picture cards and then will have the student repeat the words such as <i>bear</i> and <i>bat</i>.). Ex. Given two target words that begin with different sounds, sort a mix of familiar picture cards to the corresponding beginning sound.</p> <p>EERF.K.2.d-e. N/A</p> <p>Level III Students will:</p> <p>EERF.K.2.a. With guidance and support, recognize rhyming words. Ex. Select a word from a choice of two that completes the rhyming pattern in a familiar, predictable book. Ex. Play a memory game by matching rhyming picture cards.</p> <p>EERF.K.2.b. With guidance and support, recognize the number of words in a spoken message. Ex. Clap once for each word in a message spoken by an adult with exaggerated pauses between words.</p> <p>Ex. Clap once for each word in a written message that an adult reads while pointing in an exaggerated way to each word.</p> <p>EERF.K.2.c. With guidance and support, identify single-syllable spoken words with</p>

		<p>sound in three-phoneme words</p> <p>add, delete, and change sounds in a word to make a new word</p> <p>Students understand that hearing sounds and syllables in spoken words help them pronounce and understand unfamiliar words in text.</p>	<p>covered the “c” in “cat” which word would you make?”) (Writing/Speaking) Students are able to blend sounds together to make words</p>		<p>the same onset (beginning sound) as a familiar word. Ex. With guidance and support during shared reading of a book with alliteration (e.g., <i>Gotta Go! Gotta Go!</i>), identify the word that begins with the same sound as a familiar word highlighted by the teacher. Ex. With guidance and support in completing a picture-based sorting activity on an interactive whiteboard, identify the pictures that represent words that start with the same onset as the target word. EERF.K.2.d-e. N/A</p> <p>Level II Students will: EERF.K.2.a. With guidance and support, provide a rhyming word to complete a repeated line in a familiar text. Ex. With guidance and support, provide a rhyming word that completes a repeated line in a familiar text such as, “I do not like green eggs and ham. I do not like them, Sam I ____.”). Ex. With guidance and support, select a picture that represents a rhyming word that completes the repeated line in a class-made book. EERF.K.2.b. With guidance and support, recognize the number of words in a short spoken message presented with exaggerated pauses. Ex. With guidance and support, clap once for each word in a message spoken by an adult who claps once for each word and then pauses to wait for the student to clap before moving on. EERF.K.2.c. With guidance and support, recognize two letter-sounds that are the same. Ex. Recognize if two beginning sounds are the same or different when the teacher isolates the first sound of a target word and a second word. Ex. With guidance and support completing an activity on an interactive whiteboard, recognize two sounds that are the same. EERF.K.2.d-e. N/A</p> <p>Level I Students will: EERF.K.2.a. With guidance and support during shared reading, provide a repeated line in a familiar, rhyming text. Ex. With guidance and support, use a single message voice output device to provide a</p>
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					<p>repeated line.</p> <p>EERF.K.2.b. With guidance and support, participate in clapping along with stories, songs, and poems. Ex. Clap during a group clapping activity (e.g., While the class sings the morning welcome song and peers clap once for each word, the student randomly claps along.). Ex. Tap along with the group (e.g., While the teacher reads a short poem, peers clap once for each word and the student taps along on his wheelchair tray.).</p> <p>EERF.K.2.c. With guidance and support, participate in shared reading and singing of stories, songs, tongue twisters, and poems with alliteration. Ex. With guidance and support, use a sequenced message communication device to recite a poem that has alliteration with peers. Ex. With guidance and support, fill in the last word of a familiar song being sung by peers.</p> <p>EERF.K.2.d-e. N/A</p>
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Grade K

College and Career Readiness (CCR) Anchor Standard: 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Strand: Reading Foundational Skills	Cluster: Phonics and Word Recognition	Grade: K	Standard 3 (RF.K.3)	
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Quarter 1:</p> <p>Recognize one-to-one letter correspondence for each consonant</p> <p>Say the sound that corresponds to the consonant</p> <p>Recognize high-frequency sight words</p> <p>Read high-frequency sight words</p>	<p>Quarter 2:</p> <p>Recognize one-to-one letter correspondence for each consonant</p> <p>Say the sound that corresponds to the consonant</p> <p>Know grade level-level phonics and word analysis skills in decoding words</p> <p>Say the sound that corresponds to the consonant</p> <p>Recognize high-frequency sight words</p> <p>Read high-frequency sight words</p>	<p>Quarter 3:</p> <p>Recognize one-to-one letter correspondence for each consonant</p> <p>Say the sound that corresponds to the consonant</p> <p>Know grade level-level phonics and word analysis skills in decoding words</p> <p>Recognize high-frequency sight words</p> <p>Read high-frequency sight words</p>	<p>Quarter 4:</p> <p>Recognize one-to-one letter correspondence for each consonant</p> <p>Say the sound that corresponds to the consonant</p> <p>Identify the five vowels with common spellings:</p> <ul style="list-style-type: none"> • short vowels • long vowels <p>Distinguish the differing sounds of consonants</p> <p>Distinguish long and short vowels sounds that have common spellings</p> <p>Recognize high-frequency sight words</p> <p>Read high-frequency sight words</p> <p>Recognize words that are similarly spelled</p> <p>Identify the sounds of the letters that are different</p> <p>Determine the pattern of the word</p> <p>Read words that have a similar word pattern and identify the</p> <ul style="list-style-type: none"> • sounds • letters <p>that are different</p>

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>make the most frequent sound for each consonant</p> <p>see, hear, and identify long and short vowel sounds in words</p> <p>match all consonant and vowel sounds to appropriate letters</p> <p>locate and read high-frequency words in text</p> <p>identify the sounds that differ in similarly spelled words (run, bun, ban, bat)</p>	<p>grade-level phonics and word analysis skills</p> <p>decoding words</p> <p>letter-sound correspondence</p> <p>graphemes</p> <p>high-frequency words (sight words)</p>	<p>Students know:</p> <p>consonant sounds</p> <p>short and long vowel sounds</p> <p>high-frequency/sight words for Kindergarten readers</p> <p>as letters in words change, so do the sounds</p> <p>vocabulary: long sound, short sound, vowel, letter</p> <p>Students understand that/are able to:</p> <p>produce the primary sound of consonants</p> <p>produce long and short vowel sounds</p> <p>recognize and read high frequency/sight words</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to stated pictures (Writing/Speaking) Students are able to mimic oral words.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to determine the beginning sound of a word. (Writing/Speaking) Students are able to mimic beginning sounds of words given to them orally.</p> <p>Bridging/Reaching (Reading/Listening) With guidance and support students are able to identify similar sounds.</p> <p>(Writing/Speaking) Students are able to mimic similar sounds</p>	<p>EERF.K.3. With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities.</p> <p>With guidance and support, recognize sound of first letter in own name.</p> <p>N/A</p> <p>With guidance and support, recognize common signs and/or symbols in the environment.</p> <p>N/A</p>	<p>Level IV Students will: EERF.K.3.a. Recognize sound that begins own name. Ex. Say /p/ when asked what sound is at the beginning of Patrick. Ex. Identify other students in the classroom with names that starts like own name. EERF.K.3.b. N/A EERF.K.3.c. Recognizes common signs and/or symbols in the environment. Ex. Recognize exit signs above the exit doors around the school. Ex. Recognize the symbol for the boys/girls bathroom door. EERF.K.3.d. N/A</p> <p>Level III Students will: EERF.K.3.a. With guidance and support, recognize sound of first letter in own name. Ex. Recognize first sound of own name (e.g., When lining up students to leave the classroom, teacher calls the students by saying, “Line up if your name begins with /letter/ sound.” and the students recognize the sound for their own name). Ex. Indicate self when first sound of own name is made (e.g., During shared writing, the teacher stops to stretch out the sounds in a word and asks, “Whose name starts like (sound)?” The student replies by indicating self.). EERF.K.3.b. N/A EERF.K.3.c. With guidance and support, recognize common signs and/or symbols in the environment. Ex. When shown an exit sign at one end of the hallway, find the exit sign at the other end. Ex. When symbols are used regularly to support a visual schedule, identify one or more of the symbols. EERF.K.3.d. N/A</p> <p>Level II Students will: EERF.K.3.a. Recognize own name across contexts. Ex. Answer when called on by name. Ex. During shared reading of a class book, the student recognizes own name when the teacher reads it.</p>

		<p>recognize the sounds of the letters that differ in similarly spelled words</p> <p>Students understand that there is a relationship between letters and sounds in printed text.</p>	<p>given to them orally.</p>	<p>EERF.K.3.b. N/A</p> <p>EERF.K.3.c. With guidance and support, use familiar symbols in simple communication exchanges. Ex. With guidance and support, hand the teacher a symbol to communicate a choice during center time. Ex. With modeling from the teacher or peers, place a symbol reflecting home next to the name of a peer who is out sick.</p> <p>EERF.K.3.d. N/A</p> <p>Level I Students will:</p> <p>EERF.K.3.a. With guidance and support, recognize own name when called in a familiar routine. Ex. With guidance and support during morning meeting, recognize own name when the teacher calls attendance.</p> <p>EERF.K.3.b. N/A</p> <p>EERF.K.3.c. With guidance and support, interact with or explore symbols and objects in the environment. Ex. Look at symbols when directed (e.g., When the teacher stops to point out a sign on the wall for the girls’ room, the student follows the teacher’s point and looks at the symbol.). Ex. Explore objects when introduced (e.g., When the teacher is introducing objects that are being added to a classroom learning center, the student explores the objects.).</p> <p>EERF.K.3.d. N/A</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard: 4: Read with sufficient accuracy and fluency to support comprehension.				
Strand: Reading Foundational Skills		Cluster: Fluency	Grade: K	Standard 4 (RF.K.4)
Read emergent-reader texts with purpose and understanding.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Recognize that there are different purposes for reading emergent-reader texts	Recognize that there are different purposes for reading emergent-reader texts	Recognize that there are different purposes for reading emergent-reader texts Determine the purpose for reading emergent-reader texts	Recognize that there are different purposes for reading emergent-reader texts Determine the purpose for reading emergent-reader texts Read emergent-reader texts: <ul style="list-style-type: none"> with purpose for understanding

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: read emergent-reader texts and demonstrate understanding orally, in writing, or by drawing a picture	emergent-reader texts	Students know: most letter names and sounds text reads top to bottom, left to right, front to back some words in context the role of an author	Entering/Beginning (Reading/Listening) With guidance and support, students are able to demonstrate pre-print literacy (book orientation, page turning, etc). (Writing/Speaking) Students are able to draw a picture of a	EERF.K.4. Engage in independent exploration of books.	Level IV Students will: EERF.K.4. Engages in independent exploration of books: holding books in the correct orientation, turning pages, and studying individual pages. Ex. During independent reading time, engage independently in sustained silent study of books by reading through one book after another in his basket. Ex. While browsing books in the media center, select a book, hold it with the correct orientation, and turn through several pages. Ex. Given access to a collection of switch-accessible books on the computer, select a book, use the switch appropriate to turn the page, and wait for the narrator to finish reading before hitting the switch again. Level III Students will:

		<p>and illustrator</p> <p>how to recognize environmental text (signs, logos, labels, etc.)</p> <p>Students, as emergent readers, understand that/are able to:</p> <p>are able to:</p> <p>memorize or read books with simple patterns</p> <p>use illustrations and print to gain meaning</p> <p>use growing awareness of sound segments (phonemes, syllables, rhymes) to read words</p> <p>begin making meaningful predictions</p> <p>retell key details in literature</p> <p>read books with</p>	<p>character or setting from a text.</p> <p>Developing/Expanding</p> <p>(Reading/Listening) With guidance and support, students are able to identify characters, places or objects from visuals or oral phrases in their L1</p> <p>(Writing/Speaking) Students are able to answer oral questions with one or two words about a text in their L1</p> <p>Bridging/Reaching</p> <p>(Reading/Listening) Students are able to identify main ideas and details from a story.</p> <p>(Writing/Speaking) Students are able to summarize or narrate sequence of texts.</p>		<p>EERF.K.4. Engage in independent exploration of books. Ex. Select a book, open it, and silently study one or more pages. Ex. While browsing books in the media center, select a book and explore it independently, turning a few pages at a time.</p> <p>Level II Students will: EERF.K.4. Engage in directed exploration of books. Ex. With guidance and assistance, examine a book selected by an adult because the topic is one known to be of interest to the student. Ex. Working with a reading partner, look at pages in the book, pointing and interacting about pictures in the book.</p> <p>Level I Students will: EERF.K.4. With guidance and support, explore books. Ex. With guidance and support, explore pictures in a book (e.g., Working with an adult who provides encouragement and seeks pictures likely to be of interest to the student, the student visually explores one or more pictures in a book). Ex. With guidance and support, explore pages in an electronic book (e.g., Working with a peer who directs the student’s attention and encourages switch use, the student uses a switch to step through pages in an electronic storybook.).</p>
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		<p>simple patterns</p> <p>begin to read independently for short periods</p> <p>make connections to real life</p> <p>Students understand they are readers as they rely on illustrations, simple text, and patterns to gain meaning of texts.</p>			
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: K	Standard (W.K.1)
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a	Quarter 1:	Quarter 2: Identify the title of a book or topic to write about	Quarter 3: Formulate an opinion about a book or topic	Quarter 4:

<p>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>).</p>		<p>Recognize what an opinion is</p>	<p>Write an opinion piece about a topic or a book; the piece should:</p> <ul style="list-style-type: none"> • demonstrate a combination of drawing, dictating, and writing • include the topic or title of a book • state an opinion or preference about the topic or book. 	
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students create short pieces that:</p> <p>convey a preference or an opinion about a topic or book.</p> <p>The piece may be composed of drawing and writing connected in meaningful ways.</p>	<p>opinion or preference</p> <p>opinion piece</p> <p>combination of drawing, dictating, and writing</p>	<p>Students know:</p> <p>common phrases for expressing opinions (e.g. I like..., I don't like..., My favorite is...)</p> <p>techniques for using drawing, dictating, and writing to express their thoughts</p> <p>vocabulary: opinion</p> <p>Students understand that/are able to:</p> <p>use drawing, dictating, and writing to reflect preferences</p>	<p>Entering/Beginning (Reading/Listening)</p> <p>Students are able to draw a picture in response to oral reading.</p> <p>(Writing/Speaking)</p> <p>Students are able to answer simple oral questions about their opinion on a text in their L1</p> <p>Developing/Expanding (Reading/Listening)</p> <p>With guidance and support, students are able to answer simple yes/no questions about their opinion on a topic</p>	<p>EEW.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.</p>	<p>Level IV Students will:</p> <p>EEW.K.1. Given a topic or book, and use drawing, dictating, or writing to state an opinion about it.</p> <p>Ex. During shared writing activities, select a book from a collection offered by the teacher and express an opinion about the topic through drawing, dictating, writing, assistive technology, or other means of written expression.</p> <p>Ex. Given the directions to write about a favorite book, select a book from the classroom library and type letters on an alternate keyboard to write about it.</p> <p>Ex. During independent writing, select a familiar book from a selection of three offered by the teacher and write letters to express an opinion about it.</p> <p>Ex. Given the direction to write about their birthday, the student will draw a picture of what he or she wants for their birthday.</p> <p>Level III Students will:</p> <p>EEW.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.</p> <p>Ex. Draw a picture that expresses an opinion about a book (e.g., During shared writing, the teacher presents the student with a choice of three books read that week and asks the student, “Pick a book that makes you happy.” After the student selects a book, the student draws a picture of happy.).</p> <p>Ex. Select a favorite book to complete a statement about “My favorite book is”</p>

		<p>or opinions on a topic or book</p> <p>meaningfully using drawings and writing to express their opinion</p> <p>Students understand that they each have a valuable opinion that can be shared through drawing, speaking, or writing.</p>	<p>(Writing/Speaking) With guidance and support, students are able to use single words or phrases to give their opinion on a topic.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to answer simple yes/no questions about how a text connects to their life experience.</p> <p>(Writing/Speaking) Students are able to identify how a text connects to their life experience.</p>	<p>(e.g., During shared writing, the teacher shows students a chart with a repeated line “My favorite book is” and presents the student with two or more books to choose a favorite. After selecting a favorite, the teacher points to the title of the book and writes it on the chart.).</p> <p>Level II Students will: EEW.K.1. With guidance and support, draw, dictate, or write about a self-selected topic or book given two choices. Ex. Select letters on a keyboard and visually attend and/or listen as each letter appears on the computer monitor. Ex. Use a pencil to draw and then make a different type of mark when asked to “write your name.” Ex. Use a multiple message voice output device preprogrammed with the student’s favorites to dictate favorite things for an adult to write. Ex. Use two switches (one says, “Tell me the next letter.” and the second says, “Write that one.”) with partner-assisted step scanning (e.g., A partner points to and says the name of one letter at a time on an alphabet chart each time the child says, “Tell me the next letter.”) to direct the teacher to write down letters (e.g., When the child says, “Write that one.”). Ex. During shared writing activities, express an opinion about a topic when given two choices (e.g., smiley face/frowning face, hot/cold, red/blue) through drawing, dictating, writing, assistive technology, or other means of expression. Ex. Draw, write, or dictate about a family pet, vacation, or holiday tradition.</p> <p>Level II Students will: EEW.K.1. With guidance and support, explore tools for drawing, writing, and self-expression. Ex. When presented with familiar picture of interest and asked to write what he or she likes about it, touch, bang on, or otherwise interact with a computer keyboard when it is presented. Ex. When presented with a familiar picture of interest and asked to write what he or she likes about it, makes marks on a paper with a crayon when it is presented.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: K	Standard 2 (W.K.2)
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Quarter 1:	Quarter 2: Identify an informative/ explanatory text Select a topic for an informative/explanatory writing	Quarter 3: Identify an informative/ explanatory text Select a topic for an informative/explanatory writing Combine drawing, dictation, and writing	Quarter 4: Identify an informative/ explanatory text Select a topic for an informative/explanatory writing Combine drawing, dictation, and writing

		<p>Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information about the topic</p> <p>Compose informative/explanatory text using which they:</p> <ul style="list-style-type: none"> name the topic about which they are writing supply some information about the topic 	<p>to compose informational/explanatory text to supply additional information about the topic</p> <p>Compose informative/explanatory text using which they:</p> <ul style="list-style-type: none"> name the topic about which they are writing supply some information about the topic 	<p>to compose informational/explanatory text to supply additional information about the topic</p> <p>Compose informative/explanatory text using which they:</p> <ul style="list-style-type: none"> name the topic about which they are writing supply some information about the topic
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students create short pieces that:</p> <p>inform or explain about a topic</p> <p>name what they are writing about</p> <p>supply some information</p>	<p>combination of drawing, dictating, and writing</p> <p>compose</p> <p>informative/explanatory texts</p> <p>some information</p>	<p>Students know:</p> <p>informative/explanatory texts engage, entertain, and inform readers</p> <p>techniques for using drawing, dictating, and writing to compose informative /</p>	<p>Entering/Beginning (Reading/Listening) Students are able to retell the simple facts from a grade level factual text in their L1.</p> <p>(Writing/Speaking) Students are able to answer yes/no questions about a grade level</p>	<p>EEW.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.</p>	<p>Level IV Students will:</p> <p>EEW.K.2. Select a topic and use drawing, dictating, or writing to share information about it.</p> <p>Ex. Select or communicate a topic and use drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic.</p> <p>Ex. Select “my birthday” as a topic and draw a picture of something they want to receive for their birthday.</p> <p>Ex. After choosing to write about self, use drawing, dictating, writing, assistive technology, or other means of expression to state a fact about themselves.</p>

<p>The piece may be composed of drawing and writing connected in meaningful ways.</p>		<p>explanatory text</p> <p>vocabulary: informative</p> <p>Students understand that/are able to:</p> <p>identify qualities of informative / explanatory text</p> <p>select a topic for original writing</p> <p>select interesting information about the topic</p> <p>use drawing, dictation, and writing to create short informative/explanatory pieces</p> <p>meaningfully connect drawings and writings</p> <p>Students understand that informative / explanatory writing conveys information about a selected topic.</p>	<p>factual text in their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to demonstrate their knowledge of simple facts by drawing an illustration. (Writing/Speaking) Students are able to answer simple yes/no questions from a grade level factual text.</p> <p>Bridging/Reaching (Reading/Listening) With guidance and support, students are able to answer simple questions about a grade level expository text. (Writing/Speaking) With guidance and support, students are able to produce simple factual texts.</p>	<p>Level III Students will: EEW.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. Ex. After choosing to write about self, looking at a picture of himself, and talking with a teacher about his features (hair, face, hands) and clothes, use drawing, dictating, writing, assistive technology, or other means of expression to state information about himself. Ex. After selecting a picture of himself, looking at it, and interacting with a teacher using a multiple message voice output device with body part labels (the teacher is modeling the device and talking about the messages), use the device to dictate a list of his body parts. Ex. In structured shared writing during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with a repeated line (e.g., <i>I like _____</i>), select a topic (e.g., hot dogs) and dictate a response (e.g., “hotdogs”) for the teacher to add to the chart.</p> <p>Level II Students will: EEW.K.2. With guidance and support, select a topic for use in shared writing. Ex. During a shared writing activity, when the teacher presents two symbols or objects that could be used to complete a sentence, select one. Ex. During journaling time, when the teacher presents three photos of familiar activities or experiences, select one as the topic, then use a(n adapted) keyboard to type letters in a title space and type additional letters on the page, with which the teacher will, afterward, type, point to, and read aloud a short conventional title and three-word sample informational sentence.</p> <p>Level I Students will: EEW.K.2. With guidance and support, interact with objects and artifacts and produce emergent writings related to the topics that other students are writing about. Ex. During a shared writing activity, interact with objects while a peer shares his/her writing and then with objects removed, observe as a peer reads and points to his/her writing a second time (e.g., A peer shares his writing which includes a picture of a dinosaur and some beginning writing. The peer also shares some toy dinosaurs from a classroom collection and the student interacts with the toy dinosaurs. The toys are</p>
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					<p>removed and the peer points to the picture of the dinosaur and then points to his writing as he reads it aloud a final time.)</p> <p>Ex. During a shared writing activity, explore objects that peers are writing about (e.g., Peers are writing about leaves they collected on a walk outside. The student uses available senses to explore his/her own leaves.), and then use (adapted) writing tools and paper or a whiteboard to engage in emergent writing behaviors.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: K	Standard 3 (W.K.3)
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Define event	Define event	Define event	Define event
	Choose a single event to discuss	Choose a single event to discuss	Choose a single event to discuss	Choose a single event to discuss
	Distinguish between relevant and	Distinguish between relevant and	Distinguish between relevant and	Distinguish between relevant and

reaction to what happened.	irrelevant details Sequence relevant events React to the event	irrelevant details Sequence relevant events React to the event	irrelevant details Sequence relevant events React to the event	irrelevant details Sequence relevant events React to the event Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students create short pieces that: tells a story about an event or events supplies occurrences in correct sequence shares thoughts and feelings about the event or events	narrate loosely linked events provide a reaction	Students know: techniques for brainstorming events to write about graphic organizers that help to sequence events narratives include a personal reaction to an	Entering/Beginning (Reading/Listening) Students are able to select an event from their personal experience and draw an illustration of it. (Writing/Speaking) Students are able to tell about an event from their personal	EEW.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.	Level IV Students will: EEW.K.3. Select an event and use drawing, dictating, or writing to narrate information about it. Narrate a single event. Ex. Draw a picture of a class field trip. Ex. Use a multiple message voice output device to dictate information about an experience during a learning center (e.g., big, bubble, pop, blow, more). Level III Students will: EEW.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it. Ex. When given an array of photos from a class field trip, select one of the pictures, spend time talking about the event depicted in the picture with an adult or peer, and then label it verbally while the teacher writes the labels.

<p>The piece may be composed of drawing and writing connected in meaningful ways.</p>		<p>event</p> <p>vocabulary: narrative</p> <p>Students understand that/are able to:</p> <p>use a combination of drawing, dictating, and writing to create a narrative</p> <p>tell events in the order that they occurred</p> <p>explain one's thoughts and feelings about an experience or event</p> <p>connect drawings and writings meaningfully to the event sequence</p> <p>Students understand that an author reflects on his/her life by writing a narrative to convey an experience or event.</p>	<p>experience in their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to answer simple yes/no questions about a personal experience they've had.</p> <p>(Writing/Speaking) Students are able to produce a simple narrative about a personal experience.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to make connections between text and personal experiences.</p> <p>(Writing/Speaking) Students are able to produce an extended narrative at grade level</p>		<p>Ex. Working with a teacher who is modeling how to select messages on a multiple message voice output device, select messages to dictate information about an experience during a learning center (e.g., make, big, house, kick, over, all done).</p> <p>Level II Students will: EEW.K.3. With guidance and support, select an event to write about during shared writing. Ex. Given three choices of events to write about, select one and then participate in shared writing about it. Ex. Given an array of photos depicting personal events, select a photo that the teacher uses as the topic for shared writing.</p> <p>Level I Students will: EEW.K.3. With guidance and support, choose a comment about an event or experience for an adult or peer to write down. Ex. Given a preprogrammed voice output communication device and encouragement to “tell us about the trip,” activate the device to say, “I had fun,” which the teacher will write down and then, while pointing word by word, read aloud. Ex. Shown symbols of <i>good</i> and <i>great</i>, select one of the two symbols to comment on an experience the teachers know the child enjoyed, and then select from an array of symbols with accompanying descriptive words ideas that accompany that judgment (e.g., <i>hot, tired, thirsty, sleepy</i> if they select <i>bad</i>).</p>
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**Common Core ELA Pacing Guide
Grade K**

<p>College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
<p>Strand: Writing</p>	<p>Cluster: Production and Distribution of Writing</p>	<p>Grade: K</p>	<p>Standard 5 (W.K.5)</p>

<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p> <p>With guidance and support from adult, students should recognize:</p> <ul style="list-style-type: none"> • how to respond to questions and suggestions from peers • how to add details to strengthen writing as needed • • With guidance and support from adults students develop writing as needed by: responding to questions and suggestions from peers • adding details to strengthen writing as needed
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<p>Evidence of Student Attainment</p>	<p>Vocabulary</p>	<p>Knowledge & Skills</p>	<p>ELD Performance Outcomes (WIDA)</p>	<p>Common Core Essential Elements</p>	<p>Instructional Achievement Level Descriptors</p>
<p>Students, with guidance and support from adults, strengthen</p>	<p>guidance and support from</p>	<p>Students know: when to use guidance</p>	<p>Entering/Beginning (Reading/Listening) Students are able to</p>	<p>EEW.K.5. (Begins in grade 1)</p>	<p>EEW.K.5. (Begins in grade 1)</p>

<p>writing by:</p> <p>responding to questions and suggestions from peers</p> <p>adding details</p>	<p>adults</p> <p>respond to questions and suggestions</p> <p>add details</p> <p>strengthen writing as needed</p>	<p>and support from adults</p> <p>techniques for responding to adult questions and suggestions</p> <p>details strengthen writing</p> <p>vocabulary: suggestions, details</p> <p>Students understand that/are able to:</p> <p>use adult guidance and support to strengthen writing</p> <p>respond appropriately to questions and suggestions from peers</p> <p>add details to strengthen writing</p> <p>Students understand that adding details strengthens writing pieces.</p>	<p>routinely match pictures with topics.</p> <p>(Writing/Speaking)</p> <p>Students are able to appropriately use newly acquired words in conversation and writing.</p> <p>Developing/Expanding (Reading/Listening)</p> <p>Students are able to have oral conversations in their L1 about word choice in their writing.</p> <p>(Writing/Speaking)</p> <p>Students are able to write short sentences.</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to make changes to word choice in their writing.</p> <p>(Writing/Speaking)</p> <p>Students are able to routinely write for longer periods of time at grade level.</p>		
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 6 : Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
Strand: Writing		Cluster: Production and Distribution of Writing		Grade: K	Standard 6 (W.K.6)
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: With guidance and support: <ul style="list-style-type: none"> • use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools) With guidance and support: <ul style="list-style-type: none"> • choose digital tools for producing and publishing writing With guidance and support: <ul style="list-style-type: none"> • use technology to produce and publish writing individually and with peers 	

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from adults:</p> <p>explore a variety of digital tools to work with peers to produce and publish writing.</p>	<p>guidance and support from adults</p> <p>explore a variety of digital tools</p> <p>produce</p> <p>publish</p> <p>in collaboration with peers</p>	<p>Students know:</p> <p>when to use guidance and support from adults</p> <p>digital tools can be used to produce and publish writing</p> <p>techniques for working with peers to use digital tools for writing</p> <p>vocabulary: digital tools, publish</p> <p>Students understand that/are able to:</p> <p>use adult guidance and support</p> <p>explore a variety of</p>	<p>Entering/Beginning (Reading/Listening) Students are able to use the internet to find a picture of a specific topic.</p> <p>(Writing/Speaking) Students are able to type words</p> <p>Developing/Expanding (Reading/Listening) Students are able to use technology to take notes on a topic.</p> <p>(Writing/Speaking) Students are able to type own writing in short phrases or simple sentences.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to use the internet on own</p>	<p>EEW.K.6. With guidance and support from adults, explore a variety of digital tools to produce writing.</p>	<p>Level IV Students will: EEW.K.6. Explore a variety of digital tools to produce writing that is published. Ex. Explore word prediction software to generate words to compose text and print the resulting product. Ex. Type letters, words, and spaces on a keyboard with vowels marked and read into a talking word processor to hear letter names and words pronounced. Ex. Draw pictures and type letters and words about the picture on an interactive whiteboard and then print the final product.</p> <p>Level III Students will: EEW.K.6. With guidance and support from adults, explore a variety of digital tools to produce writing that is published. Ex. Working with an adult who models the use of the touchscreen on a computer or tablet device, touch the screen to select letters or words, and then upload the final product to an Internet-based, class publishing environment. Ex. Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to produce writing, which is then printed and incorporated into a class book.</p> <p>Level II Students will: EEW.K.6. With guidance and support, explore a variety of digital tools and print products. Ex. Working with an adult who models the use of the touchscreen on a computer or tablet device, touch and visually attend to the screen then interact with the printed product.</p>

		<p>digital tools to produce and publish writing</p> <p>work with peers to use digital tools to produce and publish writing</p> <p>Students understand that digital tools may be used to produce and publish writing, alone or with peers.</p>	<p>with little guidance or support. (Writing/Speaking)</p> <p>With guidance and support, students are able to publish grade level writing and/or pictures using multimedia</p>		<p>Ex. Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to make marks.</p> <p>Ex. Explore word banks and an alphabet in multimedia writing software to produce a text, which is uploaded by the teacher to the class Internet-based publishing environment.</p> <p>Level I Students will:</p> <p>EEW.K.6. With guidance and support, explore various means of accessing digital tools, and print, save, and display the product in the class or on the Internet.</p> <p>Ex. Activate a switch to scan through the letters of the alphabet and have the product printed and saved in their writing folder.</p> <p>Ex. Touch, bang, or swipe over the surface of an alternative keyboard so the product can be printed and hung on the class writing bulletin board.</p> <p>Ex. Touch a touchscreen on a computer or tablet device so the product can be uploaded to the class Internet-based publishing environment.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: K	Standard 7 (W.K.7)
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Quarter 1:	Quarter 2:	Quarter 3:	<p>Quarter 4: Identify sources and tools for shared research</p> <p>Determine and apply appropriate sources and tools to conduct shared research</p> <p>Participate in shared research and writing projects</p>

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, working in a group with adult guidance:</p> <p>investigate several books by one author</p> <p>use dictation, drawing, and/or writing to express opinions about the works of that author</p>	<p>shared research project</p> <p>shared writing project</p> <p>participate</p> <p>explore a number of</p> <p>express opinions</p>	<p>Students know:</p> <p>techniques and behaviors associated with shared research and writing</p> <p>several works by one author often have similarities</p> <p>graphic organizers help record ideas during and after reading</p> <p>techniques for expressing opinions</p> <p>vocabulary: research, author, opinion</p> <p>Students understand that/are able to:</p> <p>actively participate in</p>	<p>Entering/Beginning (Reading/Listening) Students can follow instructions from a simple 2-3 sentence how-to text in their L1.</p> <p>(Writing/Speaking) Students can fill in skeleton for how-to topic in their L1.</p> <p>Developing/Expanding (Reading/Listening) Students can role-play instructions from a grade-level how-to text.</p> <p>(Writing/Speaking) Students can answer simple yes/no questions from a grade level how-to text</p> <p>Bridging/Reaching (Reading/Listening)</p>	<p>EEW.K.7. With guidance and support, participate in shared research and writing projects.</p>	<p>Level IV Students will: EEW.K.7. Participate in shared research and writing projects. Ex. Select a book on a topic related to a shared research project and identify pictures that relate to the topic being researched (e.g., “What will we see at the zoo?,” reference a “zoo” book to respond). Ex. Select a research topic, invite a peer to join in the research, gather three books on the selected topic from the library, read them together, and write 1-2 ideas learned. Ex. Select the topic of the research project and choose words or ideas to include.</p> <p>Level III Students will: EEW.K.7. With guidance and support, participate in shared research and writing projects. Ex. Given a book on a topic related to a shared reading project and guidance in finding a page with pictures related to the research topic, identify pictures that relate to the shared research and writing project. Ex. Select the topic of the research project and choose words or ideas to include from picture and word banks. Ex. Read and listen with a peer to talking books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access, type letters, words, or sentences about what they learn. Ex. Type letters as they are dictated by a peer and then dictate known letters to a peer to type in order to add content to a shared writing project.</p> <p>Level II Students will: EEW.K.7. With guidance and support, participate in selecting pictures and words to contribute to shared research and writing projects. Ex. With guidance and support from the teacher, select from a bank of words and pictures on an interactive whiteboard to contribute to writing a shared research project. Ex. With guidance and support from the teacher who has selected a website with words and pictures about the research project, point to pictures and words to contribute to writing the shared research project.</p> <p>Level I Students will: EEW.K.7. With prompts and support, explore pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures, and select one which a peer, aide, or</p>

	<p>shared research and writing processes</p> <p>contribute ideas as the adult models use of the graphic organizer</p> <p>notice similarities between works by one author</p> <p>develop opinions about works by one author</p> <p>express opinions through dictation, writing, and/or drawing</p> <p>Students understand that research based on several sources leads to understanding a topic.</p>	<p>Students can follow a grade-level how-to text. (Writing/Speaking)</p> <p>Students can write a grade-level how-to text.</p>		<p>teacher will write in the shared research project. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project, and select one which a peer, aide, or teacher will write in the shared research project. Ex. Explore a bin full of objects and artifacts related to a shared research project, and select one which a peer, aide, or teacher will write in the shared research project.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: K	Standard 8 (W.K.8)
With guidance and support from adults, recall information from experiences or gather information from	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Identify: <ul style="list-style-type: none"> • experience • source

provided sources to answer a question.				<p>Gather information from more than one source to answer a question</p> <p>With guidance and support: answer a question using information from experience answer a question using information from a provided source</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with adult support, answer a question by:</p> <p>recalling information from experiences</p> <p>gathering information from provided sources</p>	<p>guidance and support from adults</p> <p>recall information</p> <p>gather information</p>	<p>Students know:</p> <p>information gathered from personal experience may differ from information gathered in sources</p> <p>a response to a question can rely on</p>	<p>Entering/Beginning (Reading/Listening) Students are able to match a word to a picture</p> <p>(Writing/Speaking) Students are able to answer yes or no questions from a reading on a topic in</p>	<p>EEW.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences.</p>	<p>Level IV Students will:</p> <p>EEW.K.8. Identify information, objects, or events that relate to personal experiences. Ex. During a shared writing activity that requires students to identify the leaf they found and describe it to complete a sentence, the student selects a red leaf from an assortment of leaves and uses their communication symbols to indicate “I found red” as the teacher writes, <i>I found a red leaf.</i></p> <p>Ex. During a shared writing activity, identify an event they participated in over the summer from choices and share information (e.g., swim) and the teacher writes it (e.g., <i>I swim</i>).</p> <p>Ex. During a shared writing activity that involves completing a page for a class-made</p>

	provided sources	<p>personal experience or sources</p> <p>vocabulary: recall, information, source</p> <p>Students understand that/are able to:</p> <p>respond (with guidance and support) to a question using recalled information from experiences or gathered information from provided sources</p> <p>Students understand that answering a question can include recalling information, experiences, or sources.</p>	<p>their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify pictures and words that align with a specific topic (Writing/Speaking) Students are able to recall simple information in single words and phrases about a specific topic.</p> <p>Bridging/Reaching (Reading/Listening) With guidance and support, students are able to gather relevant information (such as pictures, words and phrases) about a specific topic at grade level. (Writing/Speaking) With guidance and support, students are able to give simple presentations on a specific topic at grade level.</p>		<p>book, select a picture of ice cream from a variety of pictures to illustrate her own page that says <i>I like to eat ice cream</i>.</p> <p>Level III Students will: EEW.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences. Ex. With guidance and support, select an object to include in a shared writing activity (e.g., During a shared writing activity that requires students to identify one thing they do at home to complete a sentence, <i>At home, I like to play _____</i>, select a toy from an array of objects gathered by the teacher). Ex. With guidance and support, select a picture to include in a shared writing activity (e.g., During a shared writing activity that involves completing a page for a class-made book, select a picture from an array of pictures of ice cream to illustrate her own page that says <i>I like to eat ice cream</i>).</p> <p>Level II Students will: EEW.K.8. With guidance and support from adults during shared writing activities, select personal objects from an array of choices to be included in a text. Ex. With guidance and support, select a color to fill in a blank in a sentence during a shared writing activity (e.g., select a color from a selection to fill in the blank in this sentence: <i>I have a red backpack</i>). Ex. With guidance and support, put own name onto a project during a shared writing activity (e.g., select his art project from the rack and then attempt to write his name on it following a teacher model if needed). Ex. Use a picture/label schedule to identify the next activity of the day.</p> <p>Level I Students will: EEW.K.8. With guidance and support from adults during shared writing activities, interact with familiar objects that are being offered as choices in a text. Ex. During a shared writing activity that requires children to identify the leaf they found and describe it to complete a sentence, interact with an assortment of leaves collected by the class to have their sentence and leaf (e.g., <i>I like this leaf</i>) added to a multimedia product. Ex. During snack time, use a menu with two pictured and written choices to select a</p>
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					desired snack.
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: K		Standard 1 (SL.K.1)
Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and	Quarter 1: Identify ideas from kindergarten topics and texts Identify agreed-upon rules for	Quarter 2: Identify ideas from kindergarten topics and texts Identify agreed-upon rules for	Quarter 3: Identify ideas from kindergarten topics and texts Identify agreed-upon rules for discussion	Quarter 4: Identify ideas from kindergarten topics and texts Identify agreed-upon rules for discussion	

<p>larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>discussion</p> <p>Recognize how others listen</p> <p>Recognize how others move conversations along</p> <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about kindergarten topics and texts Follow agreed-upon rules for discussion</p> <p>Listen and respond to continue conversations with peers and adults discussion</p> <p>Listen while others are speaking</p>	<p>discussion</p> <p>Recognize how others listen</p> <p>Recognize how others move conversations along</p> <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about kindergarten topics and texts Follow agreed-upon rules for discussion</p> <p>Listen and respond to continue conversations with peers and adults discussion</p> <p>Listen while others are speaking</p>	<p>Recognize how others listen</p> <p>Recognize how others move conversations along</p> <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about kindergarten topics and texts Follow agreed-upon rules for discussion</p> <p>Listen and respond to continue conversations with peers and adults discussion</p> <p>Listen while others are speaking</p>	<p>Recognize how others listen</p> <p>Recognize how others move conversations along</p> <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about kindergarten topics and texts Follow agreed-upon rules for discussion</p> <p>Listen and respond to continue conversations with peers and adults discussion</p> <p>Listen while others are speaking</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students carry on conversations with adults and peers, in small or large groups, demonstrating the ability to:</p> <p>listen attentively</p>	<p>collaborative</p> <p>conversations</p> <p>diverse partners</p> <p>kindergarten topics</p>	<p>Students know:</p> <p>agreed-upon rules for discussions</p> <p>qualities of conversations</p>	<p>Entering/Beginning (Reading/Listening) Students are able to answer with yes or no</p> <p>(Writing/Speaking) Students are able to answer with short</p>	<p>EESL.K.1. Participate in communication exchanges with diverse partners.</p> <p>Communicate directly with peers.</p>	<p>Level IV Students will:</p> <p>EESL.K.1.a. Participate in multiple-turn communication exchanges with peers. Ex. Listen when peers speak and speak when recognized or addressed by peers.</p> <p>EESL.K.1.b. Initiate or sustain multiple-turn communication exchanges with adults. Ex. Indicate desire to participate by raising hand (or other gesture), activating a switch, using a communication device, and then participates in ensuing multiple-turn exchange.</p>

<p>take turns speaking</p>	<p>and texts</p> <p>agreed-upon rules for discussions</p>	<p>Students understand that/are able to:</p> <p>listen attentively to conversations about kindergarten topics and texts</p> <p>add to conversations about kindergarten topics and texts</p> <p>take turns speaking</p> <p>converse with peers and adults</p> <p>converse in small and large groups</p> <p>extend conversations</p> <p>Students understand that good conversations occur when participants listen to one another and speak one-at-a-time.</p>	<p>phrases in their L1</p> <p>Developing/Expanding (Reading/Listening) Students are able to agree or disagree with peers</p> <p>(Writing/Speaking) Students are able ask short questions of peers.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to form opinions of people, places or ideas from oral scenarios.</p> <p>(Writing/Speaking) Students are able to hold brief discussions about grade level topics with peers or teacher.</p>	<p>Participate in multiple-turn communication exchanges with adults.</p>	<p>Level III Students will: EESL.K.1.a. Communicate directly with peers. Ex. Communicate directly with a peer when addressed. Ex. Greet your neighbor. Ex. Tell a peer what his or her favorite animal is when asked. EESL.K.1.b. Participate in multiple-turn communication exchanges with adults. Ex. Listen when the teacher speaks and communicate responses when addressed by the teacher.</p> <p>Level II Students will: EESL.K.1.a. With guidance and support from an adult, participate in communication exchanges with peers. Ex. Ask what a peer brought for lunch as instructed by the teacher (e.g., The teacher instructs the student to ask classmates if they are buying a school lunch today). Ex. Respond to a peer’s question about a favorite animal as instructed by the teacher. EESL.K.1.b. Communicate directly with an adult. Ex. Answer a Yes/No question from an adult. Ex. Make a choice when presented with two or more options. Ex. Initiate a greeting when the teacher enters the room.</p> <p>Level I Students will: EESL.K.1.a. With guidance and support of an adult, share information with a peer. Ex. Repeat information stated by the teacher to a peer (e.g., Teacher says, “We went to lunch. Jim, tell Perry where we went.” Students respond, “lunch.”). EESL.K.1.b. With guidance and support, communicate directly with an adult. Ex. Gestures, vocalizations, or make eye contact with an adult to communicate a reaction or need. Ex. Call an adult’s name to gain his/her attention. Ex. Respond to greetings and farewells initiated by an adult.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: K	Standard 2 (SL.K.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering	Identify key ideas from text <ul style="list-style-type: none"> • read aloud or • presented orally through media formats 	Identify key ideas from text <ul style="list-style-type: none"> • read aloud or • presented orally through media formats 	Identify key ideas from text <ul style="list-style-type: none"> • read aloud or • presented orally through media formats 	Identify key ideas from text <ul style="list-style-type: none"> • read aloud or • presented orally through media formats

questions about key details and requesting clarification if something is not understood.	<p>Ask and answer questions about key details</p> <ul style="list-style-type: none"> • read aloud or • presented orally through media formats <p>Ask for clarification of key details that are not understood from</p> <ul style="list-style-type: none"> • text read aloud • information presented through media <p>Answer questions about key details from information presented orally</p> <p>Ask questions about key details from information presented orally</p> <p>Ask for clarification if something is not understood</p>	<p>Ask and answer questions about key details</p> <ul style="list-style-type: none"> • read aloud or • presented orally through media formats <p>Ask for clarification of key details that are not understood from</p> <ul style="list-style-type: none"> • text read aloud • information presented through media <p>Answer questions about key details from information presented orally</p> <p>Ask questions about key details from information presented orally</p> <p>Ask for clarification if something is not understood</p>	<p>Ask and answer questions about key details</p> <ul style="list-style-type: none"> • read aloud or • presented orally through media formats <p>Ask for clarification of key details that are not understood from</p> <ul style="list-style-type: none"> • text read aloud • information presented through media <p>Answer questions about key details from information presented orally</p> <p>Ask questions about key details from information presented orally</p> <p>Ask for clarification if something is not understood</p>	<p>Ask and answer questions about key details</p> <ul style="list-style-type: none"> • read aloud or • presented orally through media formats <p>Ask for clarification of key details that are not understood from</p> <ul style="list-style-type: none"> • text read aloud • information presented through media <p>Answer questions about key details from information presented orally</p> <p>Ask questions about key details from information presented orally</p> <p>Ask for clarification if something is not understood</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students demonstrate understanding of what they have seen or heard by: asking questions about key details answering questions about	other media key details	Students know: asking questions helps them understand what they have heard or seen vocabulary words: key	Entering/Beginning (Reading/Listening) Students are able to identify pictures to match the information given orally (Writing/Speaking) Students are able to answer with phrases or	EESL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media	Level IV Students will: EESL.K.2. Confirm understanding of a familiar text read aloud. Ex. Answer questions about details presented in a story read aloud to them. Level III Students will: EESL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. Ex. Answer yes/no questions about details presented in a story read aloud to them.

<p>key details</p> <p>requesting clarification if they don't understand something</p>		<p>details</p> <p>Students understand that/are able to:</p> <p>ask questions if they don't understand what they have seen or heard</p> <p>answer questions about key details of what they have seen or heard</p> <p>Students understand that asking and answering questions helps them comprehend what they've seen and heard.</p>	<p>short answer when asked about orally given information in their L1.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to answer yes/no questions about information from diverse formats. (Writing/Speaking) With guidance and support, students are able to use single words or phrases to summarize information.</p> <p>Bridging/Reaching (Reading/Listening) With guidance and support, students are able to demonstrate knowledge of main idea and some details (Writing/Speaking) With guidance and support, students are able to give simple descriptions of main idea and supporting details</p>	<p>by answering questions.</p>	<p>Ex. Answer a question about a detail presented in a story read aloud to them (through gestures, vocalizations, eye contact or gaze). Ex. After lunch menu is read, the student answers question about what the lunch will be for the day.</p> <p>Level II Students will: EESL.K.2. With guidance and support, demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. Ex. After listening to a weather report, answer questions about the day's weather by selecting from two symbols. Ex. After listening to a story, choose symbols (e.g., yes, no, maybe) in response to the question "Did you like the story?"</p> <p>Level I Students will: EESL.K.2. Attend to a familiar text read aloud or information presented orally or through other media. Ex. Watch a segment of <i>Planet Earth</i> during a science lesson. Ex. Attend to speaker at school assembly.</p>
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**Common Core ELA Pacing Guide
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<p>College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>			
<p>Strand: Speaking and Listening</p>	<p>Cluster: Comprehension and</p>	<p>Grade: K</p>	<p>Standard 3 (SL.K.3)</p>

<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Quarter 1:</p>	<p>Collaboration</p> <p>Quarter 2: Recognize that asking questions is an appropriate strategy to further understanding</p> <p>Identify questions</p> <p>Identify answers</p> <p>Identify situations in which:</p> <ul style="list-style-type: none"> • help is needed • information is needed • clarification is necessary <p>Formulate appropriate questions to seek:</p> <ul style="list-style-type: none"> • help • information • clarification <p>Ask questions to:</p> <ul style="list-style-type: none"> • seek help • get information • clarify something that is not understood <p>Answer questions in order to:</p> <ul style="list-style-type: none"> • seek help • get information <p>clarify something that is not understood</p>	<p>Quarter 3: Recognize that asking questions is an appropriate strategy to further understanding</p> <p>Identify questions</p> <p>Identify answers</p> <p>Identify situations in which:</p> <ul style="list-style-type: none"> • help is needed • information is needed • clarification is necessary <p>Formulate appropriate questions to seek:</p> <ul style="list-style-type: none"> • help • information • clarification <p>Ask questions to:</p> <ul style="list-style-type: none"> • seek help • get information • clarify something that is not understood <p>Answer questions in order to:</p> <ul style="list-style-type: none"> • seek help • get information <p>clarify something that is not understood</p>	<p>Quarter 4: Recognize that asking questions is an appropriate strategy to further understanding</p> <p>Identify questions</p> <p>Identify answers</p> <p>Identify situations in which:</p> <ul style="list-style-type: none"> • help is needed • information is needed • clarification is necessary <p>Formulate appropriate questions to seek:</p> <ul style="list-style-type: none"> • help • information • clarification <p>Ask questions to:</p> <ul style="list-style-type: none"> • seek help • get information • clarify something that is not understood <p>Answer questions in order to:</p> <ul style="list-style-type: none"> • seek help • get information <p>clarify something that is not understood</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students ask and answer	ask and answer	Students knows:	Entering/Beginning (Reading/Listening)	EESL.K.3. Ask for	Level IV Students will:

<p>questions that:</p> <p>seek help</p> <p>get information</p> <p>clarify something</p>	<p>questions</p> <p>seek help</p> <p>get information</p> <p>clarify something</p>	<p>common question stems for seeking help</p> <p>common question stems for getting information</p> <p>common question stems for clarification</p> <p>techniques and etiquette for responding to questions</p> <p>techniques and etiquette for asking questions</p> <p>Students understand that/are able to:</p> <p>ask and answer questions related to seeking help</p> <p>ask and answer questions related to getting information</p> <p>ask and answer questions related to</p>	<p>Students are able to point to speaker or raise hand with a question in L1 (Writing/Speaking)</p> <p>Students are able to make a list questions or answers in L1</p> <p>Developing/Expanding (Reading/Listening)</p> <p>Students are able to show how to listen attentively (Writing/Speaking) With guidance and support, students are able to answer questions with support from common question stems</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to understand when to ask and answer questions. (Writing/Speaking) With guidance and support, students are able to elaborate in detail when answering questions</p>	<p>help when needed.</p>	<p>EESL.K.3. Ask for help when needed and if more information is necessary for clarification, ask additional questions. Ex. Indicate yes/no when asked, “Do you understand?” or “Do you have any questions?” and ask an additional question by raising hand or hitting switch again.</p> <p>Level III Students will: EESL.K.3. Ask for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Indicate yes/no when asked, “Do you understand?” or “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. Ex. Using voice or a multiple message communication system, ask a question for clarification or more information (e.g., “Why?,” “What’s that?,” “Who did that?,” “Where is it?”).</p> <p>Level II Students will: EESL.K.3. With guidance and support, ask for help when needed. Ex. Indicates yes/no when asked, “Do you need help?” Ex. When prompted, uses appropriate gestures, eye contact or gaze, vocalizations, etc. to ask for help.</p> <p>Level I Students will: EESL.K.3. Indicate distress. Ex. Cry, gesture, or vocalize to indicate distress. Ex. Activate an audio “Help” switch.</p>
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		<p>clarification</p> <p>answer questions using appropriate language and etiquette</p> <p>ask questions using appropriate language and etiquette</p> <p>Students understand that asking questions is one way to seek help or get information.</p>			
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: K	Standard 4 (SL.K.4)
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Quarter 1:	Quarter 2: Identify familiar: <ul style="list-style-type: none"> • people • places • things • events • details 	Quarter 3: Identify familiar: <ul style="list-style-type: none"> • people • places • things • events • details 	Quarter 4: Identify familiar: <ul style="list-style-type: none"> • people • places • things • events • details

		<p>Determine relevant details that describe:</p> <ul style="list-style-type: none"> • people • place • things • events <p>with prompting and support</p> <p>Orally perform a clear presentation that describes:</p> <ul style="list-style-type: none"> • a person • a place • a thing • an event <p>Include relevant details, with prompting and support</p>	<p>Determine relevant details that describe:</p> <ul style="list-style-type: none"> • people • place • things • events <p>with prompting and support</p> <p>Orally perform a clear presentation that describes:</p> <ul style="list-style-type: none"> • a person • a place • a thing • an event <p>Include relevant details, with prompting and support</p>	<p>Determine relevant details that describe:</p> <ul style="list-style-type: none"> • people • place • things • events <p>with prompting and support</p> <p>Orally perform a clear presentation that describes:</p> <ul style="list-style-type: none"> • a person • a place • a thing • an event <p>Include relevant details, with prompting and support</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students :</p> <p>orally describe familiar people, places, things, and events</p> <p>are able to add details with prompting and support</p>	<p>describe</p> <p>familiar people, places, things, and events</p> <p>prompting and support</p> <p>additional detail</p>	<p>Students know:</p> <p>describing words</p> <p>techniques for responding to prompting and support</p> <p>Students understand that/are able to:</p> <p>orally describe</p>	<p>Entering/Beginning (Reading/Listening)</p> <p>Students are able to draw a picture in response to oral reading.</p> <p>(Writing/Speaking)</p> <p>Students are able to tell about an experience in their L1.</p> <p>Developing/Expanding (Reading/Listening)</p>	<p>EESL.K.4. With guidance and support, identify familiar people, places, things, and events.</p>	<p>Level IV Students will:</p> <p>EESL.K.4. Identify familiar people, places, things, and events. Ex. Call familiar people from school by name (e.g., Mrs. Bell [teacher], Tom [friend]). Ex. Call familiar places in the school by name (e.g., class, desk, hall, bathroom).</p> <p>Level III Students will:</p> <p>EESL.K.4. With guidance and support, identify familiar people, places, things, and events. Ex. Identify a specific person by pointing or naming when asked (e.g., “Who is your teacher?”). Ex. Identify the name of objects from choices (e.g., “Is this a pencil or a crayon?”). Ex. Name activity or point to correct icon on schedule when asked, “What’s next?”</p>

		<p>familiar people, places, things, and events</p> <p>add details using describing words (with prompting and support)</p> <p>Students understand that telling others about familiar people, places, things, and events using describing words aids listeners.</p>	<p>Students are able to act out a story (Writing/Speaking)</p> <p>With guidance and support, students are able to tell a story or about an experience using single words or short phrases.</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to listen attentively to someone tell a story and give a brief summary. (Writing/Speaking)</p> <p>With guidance and support, students are able to recount an experience in detail with an understandable pace</p>		<p>Level II Students will:</p> <p>EESL.K.4. With guidance and support, respond to familiar people and things. Ex. Respond to familiar people when they are in front of the student (e.g., “Billie, look at this teacher.”). Ex. Respond to familiar objects when placed in front of the student (e.g., “Tom, where is your book?”).</p> <p>Level I Students will:</p> <p>EESL.K.4. With guidance and support, attend to familiar people and things. Ex. With guidance and support, look at or face person speaking to them. Ex. With guidance and support, locate own cubby/schedule.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: K	Standard 5 (SL.K.5)
Add drawings or other visual displays to descriptions as desired to provide additional detail.	Quarter 1: Know what visual displays are Identify details Add drawings or visual displays to provide details to descriptions	Quarter 2: Know what visual displays are Identify details Add drawings or visual displays to provide details to descriptions	Quarter 3: Know what visual displays are Identify details Add drawings or visual displays to provide details to descriptions	Quarter 4: Know what visual displays are Identify details Add drawings or visual displays to provide details to descriptions

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
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<p>Students:</p> <p>add drawings or other visual displays to provide detail to descriptions</p>	<p>drawings</p> <p>visual display as desired to provide additional detail</p>	<p>Students know:</p> <p>when a drawing or visual display could be used to provide additional detail to a description</p> <p>techniques for creating a drawing or visual display to add detail to a description</p> <p>Students understand that/are able to:</p> <p>create a drawing or display that provides additional detail to a description</p> <p>Students understand that a speaker uses drawings or visual displays to enhance or clarify important details.</p>	<p>Entering/Beginning (Reading/Listening) Students can select appropriate images to go with a stated feeling</p> <p>(Writing/Speaking) Students can select and print a picture to show an idea, thought or feeling</p> <p>Developing/Expanding (Reading/Listening) Students can drag and drop the parts of a story in chronological order.</p> <p>(Writing/Speaking) With guidance and support, students can briefly describe an illustration</p> <p>Bridging/Reaching (Reading/Listening) Students can create a visual display using a clip art program or “story bird” to support text</p> <p>(Writing/Speaking) With guidance and support, students can give a brief explanation of how a chosen image</p>	<p>EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p>	<p>Level IV Students will: EESL.K.5. Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Identify familiar people through gestures, eye contact or gaze, vocalizations, etc.</p> <p>Level III Students will: EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Given a topic, such as birthday, add a drawing or picture to provide additional detail. Ex. With guidance and support, identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. With guidance and support, identify familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. With guidance and support, identify a photo, drawing, or object about a classroom event.</p> <p>Level II Students will: EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events given an array of objects to choose from. Ex. With guidance and support, attend to familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. Given the topic of “kitchen” and four household objects, select the kitchen utensil (e.g., not hairbrush, light bulb, or shoe). Ex. With guidance and support, select a photo, drawing, or object that relates to a classroom event. Ex. Given four objects, select the object that represents a familiar person, place, thing or event. Ex. After hearing the teacher talk about today’s weather, place correct weather picture on a weather graph. Ex. Given a topic, such as farm, the student will identify which of the two pictures</p>
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			matches or illustrates a certain idea, feeling or thought		<p>relates to a farm.</p> <p>Level I Students will:</p> <p>EESL.K.5. With guidance and support, attend to objects placed before them. Ex. Vocalize, gesture, or eye gaze to indicate attention to an object related to a specific topic. Ex. Reach for an object that is related to an activity when placed in front of them.</p>
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College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: K	Standard 6 (SL.K.6)
Speak audibly and express thoughts, feelings, and ideas clearly.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Identify different voice volumes used for different situations Speak using appropriate voice volume for situation Speak to communicate thoughts, feelings, and ideas clearly

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
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<p>Students:</p> <p>Speak audibly</p> <p>use speaking to express thoughts, feelings, and ideas clearly</p>	<p>Speak audibly</p> <p>express thoughts, feelings and ideas clearly</p>	<p>Students know:</p> <p>what audible speech sounds like</p> <p>common stems for adding thoughts, feelings, and ideas to conversation (I think. . . , I feel. . . , etc.)</p> <p>Students understand that/are able to:</p> <p>Speak audibly in a variety of settings</p> <p>articulate thoughts clearly</p> <p>articulate feelings clearly</p> <p>articulate ideas clearly</p> <p>Students understand that a speaker's message is impacted by his/her technique.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify their emotions through pictures or in their L1</p> <p>(Writing/Speaking) Students are able to express needs in their L1</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students are able to use single words or phrases to identify their emotions.</p> <p>(Writing/Speaking) With guidance and support, students are able to use single words or short phrases to express their needs.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to understand both formal and informal language</p> <p>(Writing/Speaking) With guidance and support, students are</p>	<p>EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.</p>	<p>Level IV Students will: EESL.K.6. Communicate thoughts, feelings, and ideas. Ex. Express emotions (through gestures, vocalizations, picture cards, etc.) after a shared reading activity. Ex. After hearing a story, answer whether a character feels happy or sad.</p> <p>Level III Students will: EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas. Ex. Answers when asked for thoughts or feelings, “What do you think about the story?,” responds “good,” etc. Ex. Uses a communication system or device to express a personal feeling, opinion, and/or comment.</p> <p>Level II Students will: EESL.K.6. With guidance and support, communicate feeling. Ex. Use happy/sad/mad face to indicate reaction to an event or activity. Ex. Use meaningful but not necessarily conventional vocalizations or gestures to express personal feeling (e.g., the student produces a high-pitched squeal to indicate approval).</p> <p>Level I Students will: EESL.K.6. Communicates likes and dislikes. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate preference (e.g., for an activity, individual, etc.).</p>
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			able to retell stories or events and provide clarification when asked.		
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		Cluster: Conventions of Standard English	Grade: K	Standard 1 (L.K.1)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why,</i>	Recognize many of the letters of the alphabet Recognize that letters can be both upper- and lowercase Recognize common prepositions Use frequently occurring prepositions in speaking Recognize and produce a complete sentence Speak in complete sentences	Recognize many of the letters of the alphabet Recognize that letters can be both upper- and lowercase Know the meaning of question words (interrogatives) Recognize common prepositions Use frequently occurring prepositions in speaking Recognize and produce a complete	Recognize many of the letters of the alphabet Recognize that letters can be both upper- and lowercase Recognize nouns and verbs Recognize that nouns can be singular and plural Use regular plural nouns Form regular plural nouns orally using /s/ and /es/	Recognize many of the letters of the alphabet Recognize that letters can be both upper- and lowercase Recognize nouns and verbs Recognize that nouns can be singular and plural Use regular plural nouns Form regular plural nouns orally using /s/ and /es/

<p><i>how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>Expand complete sentences</p>	<p>sentence</p> <p>Speak in complete sentences</p> <p>Expand complete sentences</p>	<p>Know the meaning of question words (interrogatives)</p> <p>Use question words in speaking</p> <p>Recognize common prepositions</p> <p>Use frequently occurring prepositions in speaking</p> <p>Recognize and produce a complete sentence</p> <p>Speak in complete sentences</p> <p>Expand complete sentences</p> <p>Demonstrate command of the conventions of grammar and usage when writing:</p> <ul style="list-style-type: none"> • expand sentences • distinguish between upper- and lowercase letters 	<p>Know the meaning of question words (interrogatives)</p> <p>Use question words in speaking</p> <p>Recognize common prepositions</p> <p>Use frequently occurring prepositions in speaking</p> <p>Recognize and produce a complete sentence</p> <p>Speak in complete sentences</p> <p>Expand complete sentences</p> <p>Demonstrate command of the conventions of grammar and usage when writing:</p> <ul style="list-style-type: none"> • expand sentences • distinguish between upper- and lowercase letters
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when speaking or writing, apply standard grammar and usage including:</p> <p>writing with many upper- and lowercase letters</p> <p>using frequently occurring nouns and verbs</p> <p>forming plural nouns in speech</p> <p>using question words appropriately</p> <p>using frequently occurring prepositions</p> <p>producing and expanding</p>	<p>demonstrate command</p> <p>conventions of standard English</p> <p>grammar and usage</p> <p>many upper- and lowercase letters</p> <p>frequently occurring nouns and verbs</p> <p>regular plural nouns</p> <p>question words</p>	<p>Students know:</p> <p>appearance of many upper- and lowercase letters</p> <p>common question words and stems</p> <p>components of a complete sentence</p> <p>vocabulary:</p> <p>uppercase letters, lowercase letters, nouns, plural nouns, verbs, question words, complete sentences</p> <p>Students are</p>	<p>Entering/Beginning (Reading/Listening) Students are able to understand word/picture relationship.</p> <p>(Writing/Speaking) Students are able to match words to corresponding pictures.</p> <p>Developing/Expanding (Reading/Listening) With guidance and support, students will be able to respond to simple commands/questions.</p> <p>(Writing/Speaking) With guidance and support, students are able to select proper words to</p>	<p>EEL.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating.</p> <p>With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>With guidance and support, identify objects or other symbols that represent familiar nouns.</p> <p>N/A</p>	<p>Level IV Students will:</p> <p>EEL.K.1.a. Demonstrate understanding of letters. Ex. Recognizes own name in print. Ex. Recognizes letters when asked to point to a letter while reading a familiar story.</p> <p>EEL.K.1.b. Demonstrate the meaning of familiar words that indicate objects and actions. Ex. When given a familiar word, demonstrate the action. Ex. When given a familiar word, indicate the object. Ex. Stand when asked.</p> <p>EEL.K.1.c. N/A</p> <p>EEL.K.1.d. When asked a question beginning with <i>what</i>, <i>why</i>, or <i>who</i>, will reply with appropriate response. Ex. When shown a picture of a familiar person and asked “Who is in this picture?” will respond appropriately (by pointing to the person or naming the person). Ex. When shown a familiar object and asked “What is this?” will respond with the name of the object. Ex. When asked “Why are you smiling?” will respond appropriately (e.g., points to icon or says word, “happy”).</p> <p>EEL.K.1.e. Follow directions that involve location requests. Ex. Follow direction to “Put the pencil on the paper.” Ex. Follow direction to “Take the pencil off the paper.”</p>

<p>complete sentences with support</p>	<p>(interrogatives)</p> <p>most frequently occurring prepositions</p> <p>produce and expand complete sentences</p> <p>shared language activities</p>	<p>understand that/are able to apply developmentally appropriate grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience.</p> <p>This includes:</p> <p>use of many upper- and lowercase letters</p> <p>use of frequently occurring nouns and verbs</p> <p>forming plural nouns in speech</p> <p>using question words appropriately</p> <p>using frequently occurring prepositions</p> <p>producing and expanding complete sentences with support</p> <p>Students understand</p>	<p>convey meaning</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students will be able to distinguish between a variety of sentences in response to prompts (Writing/Speaking)</p> <p>Students are able to speak using a variety of sentence forms (commands, questions, statements, exclamations)</p>	<p>With guidance and support, answer simple questions (e.g., who, what).</p> <p>With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.</p> <p>With guidance and support, link two or more words together in communication.</p>	<p>Ex. Respond appropriately when asked to “Look at the pencil that is under the paper.”</p> <p>EEL.K.1.f. In language games supply missing word.</p> <p>Ex. While playing <i>Simon Says</i>, points to/says “nose” when given starting sentence, “Simon says, touch your”</p> <p>Ex. Supplies rhyming word in familiar poems (e.g., points to/says shoe when given “One, two, buckle your”)</p> <p>Level III Students will:</p> <p>EEL.K.1.a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>Ex. Points to a display of letters in the classroom when asked to show me the letters (e.g., alphabet on wall, letter blocks, and letter pictures made by students).</p> <p>Ex. Points to text when asked to show me the words to read in a book.</p> <p>Ex. Given a mix of cards with letters and other symbols or shapes printed on them, sort cards into two categories – letters and non-letters.</p> <p>EEL.K.1.b. With guidance and support, identify objects or other symbols that represent familiar nouns.</p> <p>Ex. Point to or name a family member, pet, or friend when shown a picture.</p> <p>Ex. Select a picture when given a name.</p> <p>EEL.K.1.c. N/A</p> <p>EEL.K.1.d. With guidance and support, answer simple questions (e.g., <i>who, what</i>).</p> <p>Ex. Where is the boy?</p> <p>Ex. What is for lunch?</p> <p>EEL.K.1.e. With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>Ex. With guidance and support, demonstrate location indicated by frequently occurring prepositions.</p> <p>Ex. With guidance and support, demonstrate <i>in</i> (e.g., Which picture shows the ball in the box?).</p> <p>Ex. With guidance and support, demonstrate <i>out</i> (e.g., Which picture shows the ball out of the box?).</p> <p>EEL.K.1.f. With guidance and support, link two or more words together in communication.</p>
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		<p>that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>			<p>Ex. Uses simple phrases in shared language activities (e.g., “my turn”). Ex. Imitate simple phrases in shared language activities (e.g., join in saying “Simon says” with the leader).</p> <p>Level II Students will: EEL.K.1.a. With guidance and support, demonstrate awareness that letters and words are connected to environmental icons. Ex. Identifies words used in familiar icons (e.g., point to “girls” or “boys” on the bathroom door). Ex. Point to “stop” on the crosswalk sign. EEL.K.1.b. With guidance and support, identify familiar nouns. Ex. When given three choices of food, choose preferred item. Ex. Select a common object that is requested. EEL.K.1.c. N/A EEL.K.1.d. With guidance and support, indicates preference when given choices. Ex. Chooses when asked, “Do you want this or that?” Ex. Indicates yes/no when asked a question (e.g., “Do you want milk?”). EEL.K.1.e. With guidance and support, respond to directions related to location. Ex. With guidance and support, demonstrate <i>on</i> (e.g., Follow direction to “Put your hat on your head.”). Ex. With guidance and support, demonstrate <i>in</i> (e.g., Follow direction to “Put your milk carton in the trash.”). Ex. Lean forward to respond to directions to put on your hat (e.g., For students who cannot physically put an item in or on a location, the student leans forward as teacher says “Let me put your hat on.”). Ex. Look in direction of trash when asked to put something in the trash (e.g., For students who cannot physically put an item in or on a location, the student looks at trash when teacher says, “Let’s put your milk carton in the trash.”). EEL.K.1.f. With guidance and support, participates in shared language activities when given directions. Ex. Responds to directions in shared language activities (e.g., look at this big book.)</p> <p>Level I Students will: EEL.K.1.a. With guidance and support, communicate awareness that objects,</p>
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					<p>pictures, and signs can represent words and ideas. Ex. When instructor forms the sign for “bus” in the student’s hands or with their own hands, indicate awareness by looking toward the door or their backpack.</p> <p>EEL.K.1.b. With guidance and support, responds to own name. Ex. Looks up when name is called. Ex. Turns toward a person who is saying their name.</p> <p>EEL.K.1.c. N/A</p> <p>EEL.K.1.d. With guidance and support, communicate likes and dislikes. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate preference (e.g., for an activity or an individual). Ex. With guidance and support, uses gestures, sounds, or switch to indicate preferences. Expressions can be interpreted as yes or no.</p> <p>EEL.K.1.e. With guidance and support, communicates an understanding of a simple preposition (e.g., <i>off</i>). Ex. Communicate anticipation that their hat will be taken off by differential affect, vocalization, gaze, or movement after watching the teacher take off own hat.</p> <p>EEL.K.1.f. With guidance and support, communicate a response to instructor communication. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate a response to shared language. Ex. Orient to lesson. Ex. Focus on teacher and other students.</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		Cluster: Conventions of Standard English	Grade: K	Standard 2 (L.K.2)
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			<p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Capitalize first word in a sentence and the pronoun <i>I</i></p> <p>Recognize and name end punctuation</p> <p>Match the sound and the letter for most consonant and short-vowel sounds</p> <p>Distinguish the letters</p> <p>Use sound-letter awareness to spell simple words phonetically</p>	<p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Capitalize first word in a sentence and the pronoun <i>I</i></p> <p>Recognize and name end punctuation</p> <p>Match the sound and the letter for most consonant and short-vowel sounds</p> <p>Distinguish the letters</p> <p>Use sound-letter awareness to spell simple words phonetically</p>

			Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)	Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when writing, apply standard capitalization, punctuation, and spelling including:</p> <p>capitalizing the first word in a sentence</p> <p>capitalizing "I"</p> <p>recognizing and naming end punctuation marks</p> <p>writing a letter or letters for most consonant sounds</p> <p>writing a letter or letters for most short-vowel sounds</p> <p>spelling simple words</p>	<p>demonstrate command</p> <p>conventions of standard English</p> <p>capitalization</p> <p>punctuation</p> <p>spelling</p> <p>capitalize</p> <p>end punctuation</p> <p>consonant sounds</p>	<p>Students know:</p> <p>the first word in a sentence must be capitalized</p> <p>the word "I" is always capitalized</p> <p>every sentence ends with a punctuation mark</p> <p>names of common ending punctuation marks</p> <p>written letters correspond to consonant and</p>	<p>Entering/Beginning</p> <p>(Reading/Listening) Students are able to point to a punctuation symbol when asked orally.</p> <p>(Writing/Speaking) Students are able provide proper punctuation for a sentence in their L1.</p> <p>Developing/Expanding</p> <p>(Reading/Listening) Students are able to point to place where punctuation belongs when missing.</p> <p>(Writing/Speaking) Students are able to answer yes or no when asked about punctuation</p>	<p>EEL.K.2.</p> <p>Demonstrate emerging understandings of writing.</p> <p>a-d. Demonstrate emerging understandings of writing.</p>	<p>Level IV Students will:</p> <p>EEL.K.2.a-d. Distinguish between writing and drawing. Ex. Signs on name using marks that are more like writing than those used to draw a picture. Ex. Points to own drawing and writing on a page. Ex. Selects letters on the keyboard when asked to write something.</p> <p>Level III Students will:</p> <p>EEL.K.2.a-d. Demonstrate emerging understandings of writing. Ex. When asked to write, selects an appropriate writing tool. Ex. Makes letter-like marks on a page that are produced left-to-right or top-to-bottom on a page.</p> <p>Level II Students will:</p> <p>EEL.K.2.a-d. With guidance and support, participates in emergent writing. Ex. With guidance and support, selects an appropriate writing tool when asked to write. Ex. With guidance and support, makes marks on the page or selects keys on the keyboard when asked to write.</p> <p>Level I Students will:</p>

<p>phonetically</p> <p>using knowledge of sound-letter relationships to spell simple words</p>	<p>short-vowel sounds</p> <p>phonemes</p> <p>simple words</p> <p>phonetically</p> <p>sound-letter relationships</p>	<p>vowel sounds</p> <p>vocabulary: capitalize, end punctuation, consonant, short-vowel, spell, spelling</p> <p>Students understand that/are able to apply developmentally appropriate capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience. This includes:</p> <p>capitalizing the first word in a sentence</p> <p>capitalizing "I"</p> <p>recognizing end punctuation marks</p> <p>naming end punctuation marks</p> <p>writing a letter or</p>	<p>placement.</p> <p>Bridging/Reaching</p> <p>(Reading/Listening) Students are able to match correct capitalizing rules for names</p> <p>(Writing/Speaking) Students are able to use correct spelling with grade-level, high frequency words</p>		<p>EEL.K.2.a-d. With guidance and support, explore writing tools.</p> <p>Ex. Works with teacher to try system/device.</p> <p>Ex. Shows interest in system/device/writing tool by repeatedly activating a switch, banging on a keyboard, handling a marker, grabbing a crayon, etc.</p>
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		letters for most consonant sounds			
		writing a letter or letters for most short-vowel sounds			
		spelling simple words phonetically			
		using knowledge of sound-letter relationships to spell simple words			
		Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling in authentic, real-world situations.			

**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: K	Standard 4 (L.K.4)
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
				<p>Recognize that some words and phrases have multiple meanings</p> <p>Identify new meanings for familiar words</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>Apply the appropriate meaning for the word within the context</p>

<p>affixes (e.g., -ed, -s, <i>re-</i>, <i>un-</i>, <i>pre-</i>, -ful, -less) as a clue to the meaning of an unknown word.</p>				<p>Identify frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>)</p> <p>Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word</p>
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content by:</p> <p>identifying new meanings for familiar words and applying them accurately</p> <p>using the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word</p>	<p>kindergarten reading and content</p> <p>familiar words</p> <p>most frequently occurring inflections and affixes</p>	<p>Students know:</p> <p>some words are spelled the same but have more than one meaning</p> <p>inflections and affixes can be clues to the meaning of unknown words</p> <p>vocabulary: word, meaning</p> <p>Students understand that/are able to:</p>	<p>Entering/Beginning (Reading/Listening) Students are able to draw a picture to represent their story. (Writing/Speaking) Students are able to describe events of a self-created story in their L1.</p> <p>Developing/Expanding (Reading/Listening) Students are able to use clues from illustrations to find the meaning of a word or phrase. (Writing/Speaking) With guidance and support, students are able to use</p>	<p>EEL.K.4. Demonstrate an understanding of vocabulary based on reading and other content.</p> <p>Demonstrate an understanding of familiar words.</p> <p>N/A</p>	<p>Level IV Students will: EEL.K.4.a. Respond to familiar words that have multiple meanings. Ex. Responds to familiar words that are the same word used for an object and an action (e.g., selects illustrations depicting <i>store the balls in the box</i> and <i>go to the store</i> appropriately). EEL.K.4.b. N/A</p> <p>Level III Students will: EEL.K.4.a. Demonstrate an understanding of familiar words. Ex. Point to their name when the teacher says it. Ex. Say their name when shown it in writing. Ex. During a scavenger hunt activity, student finds items named by the teacher. EEL.K.4.b. N/A</p> <p>Level II Students will: EEL.K.4.a. With guidance and support, demonstrate an understanding of familiar words. Ex. Find an object when shown a picture and told the name of the object. Ex. Selects the picture that depicts an object that an adult has verbally labeled. Ex. Work with peers to find items read off a list by the adult during a scavenger hunt activity. EEL.K.4.b. N/A</p>

	<p>recognize and use words with multiple meanings (i.e. duck or can)</p> <p>recognize and use inflections and affixes to help determine the meaning of unknown words</p> <p>Students understand that the meaning of a word varies with specific context and can be related to its spelling.</p>	<p>sentence stems and similar scaffolds for independent writing</p> <p>Bridging/Reaching (Reading/Listening) Students are able to recognize frequently used prefixes and suffixes (Writing/Speaking) Students are able to produce grade-level stories</p>		<p>Level I Students will: EEL.K.4.a. With guidance and support, responds to personally relevant, familiar words presented as a pictures, signs, or spoken words. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate an understanding of vocabulary word (e.g., student gets excited when teacher says, “Look, Mom is here.”). Ex. Smiles broadly when shown a picture symbol reflecting swimming and told, “Swimming. Today, we go swimming.” when it is known that swimming is a favored activity. EEL.K.4.b. N/A</p>
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**Common Core ELA Pacing Guide
Grade K**

College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: K	Standard 5 (L.K.5)
With guidance and support from adults, explore word relationships and nuances in word meanings.	<p>Quarter 1:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> identify common objects 	<p>Quarter 2:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> sort common objects into 	<p>Quarter 3:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> know verb know adjectives 	<p>Quarter 4:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> know verb know adjectives

<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful.)</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> identify categories 	<p>categories</p> <ul style="list-style-type: none"> relate verbs and adjectives to their opposites identify real life connections between words and their use 	<ul style="list-style-type: none"> know opposite identify real life connections distinguish shades of meaning among verbs describing the same action <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> distinguish ways to act out verbs <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> act out meanings of verbs 	<ul style="list-style-type: none"> know opposite identify real life connections distinguish shades of meaning among verbs describing the same action <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> distinguish ways to act out verbs <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> act out meanings of verbs
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support, use writing and speaking to explore word relationships and nuances in word meanings by:</p> <p>sorting common objects into categories</p>	<p>guidance and support</p> <p>explore word relationships</p> <p>explore nuances in</p>	<p>Students know:</p> <p>techniques for responding to guidance and support</p> <p>the difference between an object</p>	<p>Entering/Beginning (Reading/Listening)</p> <p>Students will be able to match pictures with words</p> <p>(Writing/Speaking)</p> <p>Students will be able to label pictures.</p>	<p>EEL.K.5. With guidance and support from adults, explore word relationships:</p> <p>With guidance and support, sort common objects into familiar</p>	<p>Level IV Students will:</p> <p>EEL.K.5.a. Sort common objects into familiar categories. Ex. Sort tableware to set the table (knives, forks, and spoons). Ex. Sort lunch foods into drinks, desserts, and main courses.</p> <p>EEL.K.5.b. Responds to opposites with appropriate actions. Ex. With guidance and support, demonstrates understanding of stop and go. Ex. With guidance and support, demonstrates understanding of give and take. Ex. Indicates “more” or “no more” when asked whether to continue receiving something.</p>

gaining a sense of the concepts represented by categories	word meanings	and a category	Developing/Expanding (Reading/Listening)	categories.	EEL.K.5.c. Identify real-life connections with words and use. Ex. Names a pencil (or other appropriate tool) for writing.
demonstrating understanding of frequently occurring verbs by relating them to their opposites	sort common objects	several common categories several different words can be used to describe the same action	With guidance and support, students will be able to use context clues and illustrations to determine word meaning. (Writing/Speaking)	With guidance and support, demonstrate understanding of frequently occurring opposites.	Ex. Indicates mode of transportation when asked how they got to school. Ex. Requests help when needed. EEL.K.5.d. Demonstrate an understanding of common verbs. Ex. Respond to the meaning of common verbs (e.g., “eat your lunch,” “wash your hands”).
demonstrating understanding of frequently occurring adjectives by relating them to their opposites	categories gain a sense of the concepts	vocabulary: opposite, word, meaning, sort	With guidance and support, students will be able to explain the different strategies used to find meaning of unknown words	With guidance and support, use words to communicate in real-life situations.	Ex. Imitate other students who are acting out a verb. Ex. Teacher says, “Dance when the music starts,” and students who use a wheelchair for mobility rocks or bounces in chair.
identifying real-life connections between words and their use	demonstrate understanding	Students understand that/are able to:	Bridging/Reaching (Reading/Listening)	With guidance and support, demonstrate an understanding of common verbs	Level III Students will: EEL.K.5.a. With guidance and support, sort common objects into familiar categories. Ex. Sort like objects into two categories (e.g., sort paper and pencils, shoes and socks). EEL.K.5.b. With guidance and support, demonstrates understanding of frequently occurring opposites. Ex. Indicates preferences by using opposites (e.g., “like” and “don’t like”). Ex. Indicates “want” and “don’t want” when given choices. Ex. Replies appropriately with “yes” and “no” when given choices.
distinguishing shades of meaning among verbs describing the same general action by acting out the verb	frequently occurring verbs frequently occurring adjectives opposites (antonyms) identify real-life connections distinguish shades of meaning	respond with guidance and support sort common objects into categories gain a sense of concepts represented by categories relate frequently occurring verbs to their opposites relate frequently occurring adjectives to their opposites identify real-life	With guidance and support, students will be able to analyze word meaning using multiple strategies. (Writing/Speaking)		Ex. Ask for a desired object by naming it. Ex. When shown a picture of the lunchroom, recognize that it is time to go to lunch. Ex. Call a friend or teacher by name using words, sign, or a communication overlay. Ex. When asked if something is wrong, respond (e.g., “yes,” “no,” or “help”). EEL.K.5.d. With guidance and support, demonstrate an understanding of common verbs. Ex. Sit down and stand up when asked by teacher who also provides a visual gesture to support the verbal request. Ex. Given a limited set of choices that are supported with visual symbols during a game of <i>Simon Says</i> , perform the actions called by the teacher or a peer.
					Level II Students will: EEL.K.5.a. With guidance and support, matches a common object with another

	<p>verbs describing the same general action</p>	<p>connections between words and their use</p> <p>act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs</p> <p>Students understand that writers and speakers carefully select words to convey specific meanings, ideas, and relationships.</p>			<p>common object that is not an exact match.</p> <p>Ex. Match one shoe with another shoe from a different pair.</p> <p>Ex. Match food item to food item.</p> <p>EEL.K.5.b. With guidance and support, recognizes differences by finding the different object in a set of similar objects.</p> <p>Ex. Removes the ball from a pile of bats on the playground.</p> <p>Ex. Selects the milk carton from a group of juice bottles in the cafeteria.</p> <p>EEL.K.5.c. With guidance and support, identify real-life connections with words and their uses.</p> <p>Ex. Looks at familiar object when named.</p> <p>Ex. Looks at familiar person when named.</p> <p>EEL.K.5.d. With guidance and support, perform the actions that others are being asked to perform following the models of peers and others.</p> <p>Ex. When the teacher directs students to go wash their hands before snack, follows the other students and washes his hands.</p> <p>Ex. When the teacher tells students it is time to line up, follows the other students and gets in line.</p> <p>Level I Students will:</p> <p>EEL.K.5.a. With guidance and support, demonstrates an understanding of the concept of sameness by matching two objects that are an exact match.</p> <p>Ex. With guidance and support from a teacher who holds up one shoe and moves it next to the choices in the array, the student is able to touch the shoe that is the same.</p> <p>EEL.K.5.b. With guidance and support, communicate an awareness of the concept of difference by attending to new object/stimuli longer than a known stimuli/object.</p> <p>Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate awareness that an object/stimuli is new or different.</p> <p>EEL.K.5.c. With guidance and support, communicate in school-based settings and receive a response from staff and/or students.</p> <p>Ex. With guidance and support, exhibit differential affect, vocalization, gaze, or movement when addressed by the teacher.</p> <p>Ex. Activate a single message voice output device with a preprogrammed message during a class activity (e.g., During shared reading of <i>Dirty Bertie</i>, student activates device to say “Whoa!” or “Yuck!”).</p>
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					EEL.K.5.d. With guidance and support, perform a routine action. Ex. Clap along while the class claps during the routine good morning song.
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: K	Standard 6 (L.K.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Use words and phrases acquired through conversations, reading and	Obtain words and phrases acquired through:	Obtain words and phrases acquired through:	Obtain words and phrases acquired through:	Obtain words and phrases acquired through:

<p>being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • conversations • reading • being read to • responding to text <p>Distinguish if a word or phrase should be used when responding</p> <p>Use words and phrases accurately acquired through:</p> <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text 	<ul style="list-style-type: none"> • conversations • reading • being read to • responding to text <p>Distinguish if a word or phrase should be used when responding</p> <p>Use words and phrases accurately acquired through:</p> <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text 	<ul style="list-style-type: none"> • conversations • reading • being read to • responding to text <p>Distinguish if a word or phrase should be used when responding</p> <p>Use words and phrases accurately acquired through:</p> <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text 	<ul style="list-style-type: none"> • conversations • reading • being read to • responding to text <p>Distinguish if a word or phrase should be used when responding</p> <p>Use words and phrases accurately acquired through:</p> <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text
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Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students speak, write, and read words and phrases acquired through:</p> <p>conversations</p> <p>reading</p>	<p>words</p> <p>phrases</p> <p>acquired through</p>	<p>Students know:</p> <p>techniques for collecting new words learned through a variety of channels (i.e. vocabulary notebooks, word</p>	<p>Entering/Beginning</p> <p>(Reading/Listening)</p> <p>Students are able to point to stated word(s)</p> <p>(Writing/Speaking)</p> <p>Students are able to repeat back words used</p>	<p>EEL.K.6. Use words acquired through conversations, being read to, and during shared reading activities.</p>	<p>Level IV Students will:</p> <p>EEL.K.6. Uses/applies frequently used words in familiar contexts.</p> <p>Ex. Call or indicate teacher’s name.</p> <p>Ex. Indicate that the library is where to go for books.</p> <p>Ex. Identify some classmates when named.</p> <p>Ex. Identify a familiar book.</p> <p>Level III Students will:</p>

<p>being read to</p> <p>responding to texts</p>		<p>walls)</p> <p>Students understand that/are able to:</p> <p>learn new words and phrases in a variety of ways (conversation, reading, being read to, responding to text)</p> <p>use words and phrases learned in one context in a different context</p> <p>Students understand that an extensive vocabulary is built through reading, study, and conversation.</p>	<p>in conversation.</p> <p>Developing/Expanding (Reading/Listening) Students are able to match pictures to stated words</p> <p>(Writing/Speaking) With guidance and support, students are able to make lists of frequently used words</p> <p>Bridging/Reaching (Reading/Listening) Students are able to use context clues and illustrations to determine meaning.</p> <p>(Writing/Speaking) Students are able to join in on content based discussions using specific vocabulary</p>		<p>EEL.K.6. Use words acquired through conversations, being read to, and during shared reading activities. Ex. Look at teacher or classmates when their names are spoken. Ex. Locate book to return to the library.</p> <p>Level II Students will: EEL.K.6. With guidance and support, pays attention to language cues. Ex. Focus on person who is talking. Ex. Recognizes language cues used every day (e.g., Teacher says, “Put your books away.”).</p> <p>Level I Students will: EEL.K.6. With guidance and support, attends to a familiar communication partner. Ex. Visually attend to the speaker during group time. Ex. Extend hand to accept hand-in-hand signing when a familiar adult makes the request. Ex. Be still and appear to listen while a communication partner speaks</p>
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