



# Gulfport School District

## Pacing Guide

### Kindergarten

## READING/LANGUAGE ARTS

Objectives designated by a black box are priority objectives for kindergarten students.

Qtr	Priority Objectives	Competencies/Objectives
<b>Vocabulary and Word Recognition</b>		
<b>1. Use word recognition and vocabulary (word meaning) skills to communicate.</b>		
<b>a. Apply knowledge about concepts of print. (DOK 1)</b>		
1		1) Demonstrate understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, and left to right).
1		2) Demonstrate that print carries meaning for the reader.
1		3) Identify front cover, back cover, and title page of a book.
2		4) Point to words in the text when reading aloud, matching spoken words to print.
1		5) Track words from left to right and top to bottom on a printed page.
1		6) Recognize that sentences in print are made up of separate words.
2		7) Distinguish letters from words.
2		8) Distinguish between uppercase and lowercase letters.
<b>b. Apply knowledge of phonological and phonemic awareness.(DOK 2)</b>		
2		1) Break spoken sentences into individual words (e.g., claps, taps, speaks)
3		2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
3		<b>3) <u>Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /o/ in hop).</u></b>
4		4) Generate a group of spoken words that begin or end with the same sound (e.g., <u>p</u> ig, <u>p</u> arty, <u>p</u> enguin, and ca <u>t</u> , ho <u>t</u> , si <u>t</u> ).
1		5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot + ball).
2		6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + <u>at</u> = hat, big= /b/ + <u>ig</u> ).
2		7) Articulate phonemes correctly.
2		<b>8) <u>Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /û/ /g/ = bug).</u></b>
2		<b>9) <u>Segment phonemes orally within a spoken word (e.g., sit = /s/ /i/ /t/, rap = /r/ /ă/ /p/).</u></b>
<b>c. Use word recognition skills. (DOK 1)</b>		
3		<b>1) <u>Match all consonant and short vowel sounds to the appropriate letters.</u></b>
3		2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.
2		<b>3) <u>Blend letter sounds in one-syllable words.</u></b>
2		4) Begin to recognize common word families.



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<b>Vocabulary and Word Recognition (continued)</b>		
2		5) Read some words derived from common word families (e.g., -at, -ag, -ot)
3		6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).
3		7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).
4		d. Understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). <b>(DOK 1)</b>
		e. Develop and apply knowledge of words and word meanings to communicate. <b>(DOK 1)</b>
1		<b>1) Name pictures of common objects and concepts.</b>
2		<b>2) Use words to describe location, size, color, and shape.</b>
1		3) Identify and sort pictures of common words into basic categories (e.g, animals, food, toys).
1		4) Begin to recognize word relationships
4		f. Name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). <b>(DOK 1)</b>
3		g. Use pictures and context to understand the meaning of a word. <b>(DOK 2)</b>
4		h. Use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as a resource). <b>(DOK 1)</b>
<b>Reading Comprehension</b>		
		<b>2. Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.</b>
		a. Apply knowledge of text features, parts of a book, and text structures to analyze text. <b>(DOK 2)</b>
1		1) Text features – titles, illustrations
1		2) Parts of a book – title page, title, author, illustrator, etc.
1		3) Text structures – sequential order, etc.
1		4) Genres-fiction, nonfiction, and poetry (nursery rhymes)
		<b>b. Understand and make simple inferences about text. (DOK 2)</b>
		<b>1) Answer literal who, what, and where questions.</b>
1		<b>2) Identify and discuss main characters, settings, and major events.</b>
1		3) Use illustrations to discuss the main idea of a simple story.
2		4) Make simple inferences about narrative and/or information text.



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<b>Reading Comprehension (continued)</b>		
		c. Recognize or generate an appropriate summary or paraphrasing of the events or ideas in text. <b>(DOK 2)</b>
2		1) Retell a familiar story without the book including a beginning, middle, and end.
4		2) Retell two to three steps in the sequence of events in text shared with the student.
		d. Respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. <b>(DOK 2)</b>
1		1) Interpret text through moving, drawing, speaking, acting, or singing.
3		2) Make connections between self and text after shared reading.
2		3) Compose visual images (e.g., draw a picture based on something in the text).
3		4) Identify favorite passages.
<b>Writing Process</b>		
		<b>3. Express, communicate, evaluate, or exchange ideas effectively.</b>
		a. Use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). <b>(DOK 3)</b>
1		1) <b>Planning-</b> begin to use graphic organizers to generate and organize ideas
1		2) <b>Drafting-</b> begins to put thoughts on paper through use of scribing, symbols, pictures, or words.
GSD 4		2) <b>Drafting-</b> begins to develop simple sentences.
2		3) <b>Revising</b> – begin to add details to compositions.
3		4) <b>Editing</b> – begin to edit for capitalization and end punctuation in written compositions.
3		5) <b>Publishing/Sharing</b> – share compositions with others by displaying and retelling ideas.
		b. Compose a description of a person, place, or thing. <b>(DOK 3)</b>
1		1) Compose drawings/visual images and orally describe compositions.
1		2) Compose oral descriptions of a familiar person, place, or thing.
		c. Compose a personal story or narrative. <b>(DOK 3)</b>
2		1) Compose dictated narratives relating a personal story.
2		2) Compose drawings/visual images and use to dictate a personal story or narrative.
		d. Compose informational text about a familiar topic (e.g., families, animals, etc.) <b>(DOK 3)</b>
1		1) Compose class reports/charts about a familiar topic.
3		2) Functional texts (e.g., labels, notes .etc.)



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		<b>Grammar and Mechanics</b>
		<b>4. Apply Standard English to communicate.</b>
		<b>a. Use Standard English grammar. (DOK 1)</b>
3		1) Begin to recognize the use of nouns, verbs, and adjectives.
3		2) Begin to recognize the use of articles and conjunctions.
		<b>b. Use Standard English mechanics. (DOK 1)</b>
2		1) Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
1		2) Begin to recognize and use capital letters (e.g., period, question mark, exclamation mark) in shared writing.
2		3) Begin to use developmentally appropriate spelling: a) recognize and record some beginning and ending sounds in words, b) spell first and last name, c) spell some sight words.
2		4) Develop handwriting skills: a) position paper in order to write in a left to right progression moving from top to bottom on page, b) trace/draw recognizable shapes, c) reproduce a visual pattern, d) trace, copy, and generate letters, e) write first and last name legibly.
		<b>c. Begin to use a variety of sentence patterns. (DOK 1)</b>
1		1) Speak in complete sentences.
1		2) Initiate sentences in conversation using age-appropriate words, phrases, and sentences.