

## Arkansas English Language Arts Standards Kindergarten Pacing Guide

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression in English language arts from kindergarten through high school graduation.

### Reading Literature

**Enduring Understanding: Reading a wide variety of narrative texts for a variety of purposes increases skills and knowledge.**

#### Key Ideas and Details

**Essential Question: How do I examine and respond to narrative texts?**

#### Nine Week Instructional Period

		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
L.K.1.J	Understand and use question words (interrogatives) (e.g., <i>who, what, when, where, why, how</i> ).		x	x	x
RL.K.2	With prompting and support, retell familiar stories, including key details.		x	x	x
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	x	x	x	x
Craft and Structure					
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
Integration of Knowledge and Ideas					
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).		x	x	x
RL.K.9	With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.		x	x	x
Range of Reading and Level of Complexity					
RL.K.10	Actively engage in teacher-led reading activities with purpose and understanding.	x	x	x	x

## Reading Informational Text

**Enduring Understanding: Reading a wide variety of expository texts to convey information about the natural or social world increases skills and knowledge.**

### Key Ideas and Details

**Essential Questions: What can I learn as I read expository text?**

#### Nine Week Instructional Period

		1	2	3	4
RI.K.1	With prompting and support, ask and answer questions about key details in a text.		x	x	x
L.K.1.J	Understand and use question words (interrogatives) (e.g., <i>who, what, when, where, why, how</i> ).		x	x	x
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.			x	x
RI.K.3	With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).			x	x
<b>Craft and Structure</b>					
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	x	x	x	x
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	x	x	x
<b>Integration of Knowledge and Ideas</b>					
RI.K.7	With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).		x	x	x
RI.K.8	With prompting and support, identify the details an author gives to support points in a text.				x
RI.K.9	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				x
<b>Range of Reading and Level of Text Complexity</b>					
RI.K.10	Actively engage in teacher-led reading activities with purpose and understanding.	x	x	x	x

## Reading Foundational Skills

**Enduring Understanding: Understanding of reading foundational skills facilitates the reader’s ability to make meaning of the text.**

### Print Concepts

**Essential Question: How does print work?**

**Nine Week Instructional Period**

		1	2	3	4
RI.K.5	Identify the front cover, back cover, and title page of a book.	x	x	x	x
RF.K.1 Demonstrate understanding of the organization and basic features of print.					
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	x	x	x	x
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	x	x	x	x
RF.K.1.C	Understand that words are separated by spaces in print.	x	x	x	x

### Phonological Awareness

**Essential Question: How does an awareness of the sounds of speech help me learn to read and write?**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
RF.K.2.A	Recognize and produce rhyming words orally.	x	x	x	x
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	x	x	x	x
RF.K.2.C	Blend and segment onsets and rimes of one-syllable spoken words.	x	x	x	x
RF.K.2.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/.)		x	x	x
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			x	x

### Phonics and Word Recognition

**Essential Question: How do readers figure out unknown words?**

RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	x	x	x	x
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	x	x	x	x
RF.K.3.B	Associate the long and short sounds with the five major vowels graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).			x	x
RF.K.3.C	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).			x	x
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., <i>hat, fat,</i>			x	x

	<i>rat; cap, cup, cop; him, hip, hit).</i>				
RF.K.3.E	Decode CVC words.			x	x
RF.K.3.F	Decode one-syllable words (open and closed).			x	x
<b>Fluency</b>					
<b>Essential Question: What strategies do good readers use as they read?</b>					
RF.K.4	Read grade-appropriate texts with purpose and understanding			x	x
<b>Vocabulary Acquisition and Use</b>					
<b>Essential Question: How will developing a better vocabulary improve reading and writing?</b>					
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .					
L.K.4.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> ).			x	x
L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.				x
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.					
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	x	x	x	x
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	x	x	x	x
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	x	x	x	x
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.		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

## Writing

**Enduring Understanding: Good writers use strategies and the writing process to produce quality writing.**

### Text Type and Purpose

**Essential Question: What types of writing do I use?**

Nine Week Instructional Period		1	2	3	4
W.K.1	Use a combination of drawing, dictating, and writing to compose <b>opinion</b> pieces in which they tell a reader the topic or 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	x	x
W.K.2	Use a combination of drawing, dictating, and writing to compose <b>informative/ explanatory</b> texts in which they name what they are writing about and supply some information about the topic.	x	x	x	x
W.K.3	Use a combination of drawing, dictating, and writing to <b>narrate</b> a single event or several loosely linked events and provide a reaction to what happened.	x	x	x	x

### Production and Distribution of Writing

**Essential Question: How do I prepare to write? (Prewriting)**

**The standards do not specifically address prewriting. Prewriting has been included to provide some guidance for this element of the writing process. Teachers are encouraged to:**

- Help students generate topics and content by drawing, sharing personal experiences, and responding to books.
- Teach students to apply strategies to move from oral language to written language (i.e., orally compose a message, verbally rehearse, count the number of words in the sentence, etc.)
- Lead students in prewriting activities to develop an understanding of the writing process.

**Essential Question: How do I get my ideas down on paper? (Drafting)**

**Teachers are encouraged promote students' writing development in these ways:**

- Give students opportunities to write daily, using print or drawings to communicate ideas.
- Model writing for students in which they demonstrate how to:
  - write from left to right, top to bottom, and use return sweep
  - leave spaces between words
  - reread the text to get to the next word in the message
  - use classroom resources for finding words (word walls, charts, labels, name tags, picture dictionaries, etc.)
  - incorporate vocabulary and language acquired from reading and/or classroom conversations
  - Include drawings that support meaning

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when <b>writing</b> or speaking as appropriate for Kindergarten.					
L.K.1.A L.K.1.K	Print all upper- and lowercase letters legibly.			x	x
L.K.1.B (part a)	Use frequently occurring nouns.			x	x
L.K.1.C	Use frequently occurring verbs.			x	x
L.K.1.G	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).		x	x	x
L.K.1.H	Independently produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> <li>With prompting and support, use spaces to separate words in a sentence.</li> </ul>			x	x
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.				x
<b>Essential Questions: How can I improve my writing? (Revising and Editing)</b>					
W.K.5	With prompting and support, respond to questions and add details to strengthen writing as needed.				x
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Kindergarten when writing					
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.		x	x	x
L.K.2.B	Recognize and name end punctuation.		x	x	x
L.K.2.D	Write a letter or letters for most consonant and short-vowel sounds (phonemes).				
	consonants	x	x	x	x
	short vowels		x	x	x
	<ul style="list-style-type: none"> <li>Spell consonant-vowel-consonant (CVC) words correctly.</li> <li>Spell words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>			x	x
		x	x	x	x

**Essential Question: How can I share my writing with others?**

The standards do not specifically address sharing writing with others. Teachers are encouraged to allow time each day for students to share their writing/drawing with others and to teach students to listen to and respond to the writing of others.

**Research to Build and Present Knowledge**

**Essential Question: How do I access information?**

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).				x
W.K.8	With prompting and support, recall information from experiences or gather information from provided sources to answer a question.				x
SL.K.5	Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.				x
<b>Range of Writing</b>					
W.K.10	With prompting and support, write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	x	x	x	x

## Speaking and Listening

**Enduring Understanding: Strong speaking and listening skills are critical for learning and communicating and allowing us to better understand our world.**

### Comprehension and Collaboration

**Essential Question: How is oral language important to reading and writing?**

**Nine Week Instructional Period**

		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.					
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	x	x	x	x
SL.K.1.B	Continue a conversation through multiple exchanges.	x	x	x	x
SL.K.2	With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	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	x
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or <b>speaking</b> as appropriate for Kindergarten.					
L.K.1.B	Use frequently occurring nouns. • Form regular plural nouns <b>orally</b> by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			x	x
L.K.1.C	Use frequently occurring verbs.			x	x
L.K.1.G	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).		x	x	x
L.K.1.H (part a)	Independently produce and expand complete sentences in shared language activities.			x	x

### Presentation of Knowledge and Ideas

**Essential Question: How is presentation of ideas important to conveying my message?**

SL.K.4	Describe familiar people, places, things, and events; provide additional details with prompting and support.	x	x	x	x
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		x	x	x