

Kindergarten Language Arts

Pacing Guide

<u>First Nine Weeks</u>				
Competency	Mississippi Language Arts Framework Objectives	DOK	DATE TAUGHT	ASSESSMENT
1a1	Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).	DOK 1		
1a2	Demonstrate that print carries meaning for reader.	DOK 1		
1a3	Identify front cover, back cover, and title page of a book.	DOK 1		
1a8	Distinguish between uppercase and lowercase letters.	DOK 1		
1b5	Identify syllables within spoken words (e.g., clap the syllables in “letter”).	DOK 2		
1c1	Match consonant and short vowel sounds to the appropriate letters.	DOK 1		
1c2	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	DOK 1		
1c7	Read some sight words (e.g., high frequency words, logos, and/or signs in environmental print).	DOK 1		
1e1	Name pictures of common objects and concepts.	DOK 1		
1e2	Use words to describe location, size, color, and shape.	DOK 1		
1e3	Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).	DOK 1		
3b1	Compose drawings/visual images and orally describe compositions.	DOK 3		
3b2	Compose oral descriptions of a familiar person, place, or thing.	DOK 3		
4a2	Begin to recognize the use of articles and conjunctions.	DOK 1		
4b3	Begin to use developmentally appropriate spelling: -Spell first name orally.	DOK 1		
4b4	Develop handwriting skills: -Reproduce a visual pattern. -Trace, copy, and generate letters. - Write first name legibly.	DOK 1		

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<u>Second Nine Weeks</u>				
Competency	Mississippi Language Arts Framework Objectives	DOK	DATE TAUGHT	ASSESSMENT
1a6	Recognize that sentences in print are made up of separate words.	DOK 1		
1a7	Distinguish letters from words.	DOK 1		
1a8	Distinguish between uppercase and lowercase letters.	DOK 1		
1b1	Break spoken sentences into individual words (e.g., claps, taps, speaks).	DOK 2		
1b4	Generate a group of spoken words that begin with the same sound (e.g., pig, party, and penguin).	DOK 2		
1b5	Blend syllables within spoken words (e.g. <i>sum + mer = summer</i>).	DOK 2		
1b6	Blend and segment the onset and rime of spoken one-syllable words (e.g. /h/ + <u>at</u> = hat, big = /b/ + <u>ig</u>).	DOK 2		
1b7	Articulate phonemes correctly.	DOK 2		
1c1	Match consonant and short vowel sounds to the appropriate letters.	DOK 1		
1c2	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	DOK 1		
1c7	Read some sight words (e.g., high frequency words, logos, and /or signs in environmental print).	DOK 1		
1e4	Begin to recognize word relationships.	DOK 1		
1g	Use pictures and context to understand the meaning of a word.	DOK 2		
1h	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).	DOK 1		
2c1	Retell a familiar story with the book as a reference.	DOK 2		
2d2	Make connections between self and text after shared reading.	DOK 2		
2d3	Compose visual images (e.g., draw a picture based on something in the text).	DOK 2		
2d4	Identify favorite passages.	DOK 2		
3c1	Compose dictated narratives relating a personal story.	DOK 3		
3c2	Compose drawings/visual images and use to dictate a personal story or narrative.	DOK 3		

Second Nine Weeks Continued

Competency	Mississippi Language Arts Framework Objectives	DOK	DATE TAUGHT	ASSESSMENT
4b2	Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.	DOK 1		
4b3	Begin to use developmentally appropriate spelling: -Recognize and record some beginning sounds in words. -Spell last name.	DOK1		
4b4	Develop handwriting skills: -Position paper in order to write in a left to right progression. -Trace/draw recognizable shapes. -Write last name legibly.	DOK1		
4c1	Speak in complete sentences.	DOK1		
4c2	Initiate questions in conversation using age-appropriate words, phrases, and sentences.	DOK1		

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<u>Third Nine Weeks</u>				
Competency	Mississippi Language Arts Framework Objectives	DOK	DATE TAUGHT	ASSESSMENT
1a4	Point to words in a text when reading aloud, matching spoken words to print.	DOK 1		
1a5	Track words from left to right and top to bottom on a printed page.	DOK 1		
1a8	Distinguish between uppercase and lowercase letters.	DOK 1		
1b2	Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).	DOK 2		
1b8	Blend phonemes orally to make a word. (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ/ /g/ = bug)	DOK 2		
1b9	Segment phonemes orally within a spoken word. (e.g., sit = /s/ /i/ /t/ , rap = /r/ /ă/ /p/)	DOK 2		
1c1	Match consonant and short vowel sounds to the appropriate letters.	DOK 1		
1c2	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	DOK 1		
1c3	Blend letter sounds in one-syllable words.	DOK 1		
1c4	Begin to recognize common word families.	DOK 1		
1c5	Read some words derived from common word families (e.g. -at, -ig, -ot).	DOK 1		
1c7	Read some sight words.	DOK 1		

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<u>Fourth Nine Weeks</u>				
Competency	Mississippi Language Arts Framework Objectives	DOK	DATE TAUGHT	ASSESSMENT
1a8	Distinguish between uppercase and lowercase letters.	DOK 1		
1b3	Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ð/ in hop).	DOK 2		
1b4	Generate a group of spoken words that begin with the same sound (e.g., pig, party, and penguin).	DOK 2		
1b5	Blend syllables within spoken words (e.g., sum + mer = summer)	DOK 2		
1c1	Match consonant and short vowel sounds to the appropriate letters.	DOK 1		
1c2	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	DOK 1		
1c6	Recognize some high frequency words in text (e.g., <i>the, has, an, can, run, color words, and number words</i>).	DOK 1		
1c7	Read some sight words (e.g., words in language experience text).	DOK1		
1d	Understand and explain the meaning of common affixes (e.g., un-, re-, -s, -ed, -ing).	DOK1		
3a	Use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing).	DOK3		
	3a:1: Planning – Begin to use graphic organizers to generate and organize idea.			
	3a2: Drafting – Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words. [Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.]			
	3a3: Revising – Begin to add details to compositions.			
	3a4: Editing – Begin to edit for capitalization and end punctuation in written compositions.			
	3a5: Publishing/Sharing – Share compositions with others by displaying and retelling ideas.			

Fourth Nine Weeks Continued

Competency	Mississippi Language Arts Framework Objectives	DOK	DATE TAUGHT	ASSESSMENT
4a1	Begin to recognize the use of adjectives.	DOK1		
4a2	Begin to recognize the use of articles and conjunctions.	DOK1		
4b3	Begin to use developmentally appropriate spelling: -Recognize and record some ending sounds in words. -Spell some sight words.	DOK 1		
4b4	Develop handwriting skills: -Trace, copy, and generate letters.	DOK1		

