

## Kindergarten English Language Arts Essentials Assessment Pacing

(Standards highlighted in yellow are [MCSD Power Standards](#))

	Term 1	Term 2	Term 3	Term 4
<b>Speaking &amp; Listening</b>	<p><b>K.SL.1:</b> Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with both peers and adults, and express their own ideas in small and large groups.</p> <p><del>-K.SL.1a:</del> Follow agreed-upon rules for discussions (e.g., listening to others, raising hands, and taking turns speaking about the topics and texts under discussion).</p> <p><del>-K.SL.1b:</del> Continue a conversation through multiple exchanges, and gain attention appropriately.</p> <p><b>K.SL.2:</b> Speak clearly and audibly while expressing thoughts, feelings, and ideas while asking and answering questions relating to a topic presented in diverse media and formats.</p>			
<b>Reading</b> <b>Phonemic Awareness</b>	<p><b>K.R.1</b> (PRE-K Mastered)</p> <p><b>K.R.2a:</b> Recognize auditorily and verbally use rhyming and alliteration.</p> <p><b>K.R.2c:</b> Identify the initial, medial, and final sound in 2-3 phoneme words.</p> <p><b>K.R.2d:</b> Substitute and delete one base part in a compound word.</p> <p><del><b>K.R.2f:</b> Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.</del></p>	<p><b>K.R.2b:</b> Blend and segment at the syllable level.</p> <p><b>K.R.2c:</b> Identify the initial, medial, and final sound in 2-3 phoneme words.</p> <p><b>K.R.2d:</b> Substitute and delete one base part in a compound word.</p> <p><b>K.R.2e:</b> Blend and segment onset-rime of single-syllable spoken words.</p> <p><del><b>K.R.2f:</b> Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.</del></p>	<p><b>K.R.2a:</b> Recognize auditorily and verbally use rhyming and alliteration.</p> <p><b>K.R.2c:</b> Identify the initial, medial, and final sound in 2-3 phoneme words.</p> <p><b>K.R.2e:</b> Blend and segment onset-rime of single-syllable spoken words.</p>	<p><b>K.R.2f:</b> Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.</p>
<b>Phonics</b>	<p><del><b>K.R.3a:</b> Demonstrate mastery of 13 consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.</del></p>	<p><del><b>K.R.3a:</b> Demonstrate mastery of all 21 consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.</del></p>	<p><b>K.R.3a:</b> Demonstrate mastery of all 21 consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.</p> <p><b>K.R.3b:</b> Demonstrate mastery</p>	<p><b>K.R.3b:</b> Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in isolation and in VC and CVC words in single syllable words.</p> <p><b>K.R.3c:</b> Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with</p>

	<b>K.R.3b:</b> Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ĕ/, /ŭ/) in isolation and in VC and CVC words in single syllable words.	<b>K.R.3b:</b> Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ĕ/, /ŭ/) in isolation and in VC and CVC words in single syllable words.	of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ĕ/, /ŭ/) in isolation and in VC and CVC words in single syllable words. <b>K.R.3c:</b> Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with single letters; open syllables in single syllable words.	single letters; open syllables in single syllable words. <b>K.R.3d:</b> Demonstrate mastery of isolating and blending sounds in VC and CVC words while reading.
<b>Vocabulary &amp; Comprehension</b>	<b>K.R.4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension. (High-frequency words)	<b>K.R.4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension. (High-frequency words)	<b>K.R.4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension. (High-frequency words)	<b>K.R.4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>Includes Grammar skills</b>	Writes first name with appropriate case formation (ex: Sam or McKenna)	<b>K.W.4e:</b> Legibly write 13 upper- and lowercase manuscript letters. (Writes first name with appropriate case formation ex: Sam or McKenna)	<b>K.W.4e:</b> Legibly write all upper- and lowercase manuscript letters. (Writes first & last name with appropriate case formation ex: Sam Nelson)	<b>K.W.4e:</b> Legibly write upper- and lowercase manuscript letters. (Writes first & last name with appropriate case formation ex: Sam Nelson)
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>