



Sedalia School District #200

Level: Elementary **Subject Area:** ELA **Unit/Grade:** Unit 1---Kindergarten

Essential Question:

- What do I need to know about text, letters and words before I read and understand texts/stories?

Pacing/Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 1 Sept. 9-13	K.RF.1.A.c-f- Develop print awareness in the reading process by demonstrating that books are read left to right, top to bottom; demonstrating that written words are made up of different letters; knowing that a sentence is comprised of a group of words separated by spaces; demonstrating one-to-one correspondence between spoken and written words Missouri Learning Standards Show Me Standards	main idea genre	summarize	Phonemic Awareness Activities- preparing for Phonics First (This will also be done during the Welcome to Kindergarten lessons in Journeys)		Narrative K.W.1.A.a Generate a writing plan using pictures, oral language or written letters and/or words. K.L.1.B Write first and last name correctly.
Week 2 Sept 16-20		understanding characters author's purpose	infer/predict			
Week 3 Sept 23-27		story structure conclusions	monitor/ clarify			
Week 4 Sept 30- Oct 4		text and graphic features genre	analyze/ evaluate	Lesson 1-1 o /ō/	--	
Week 5 Oct 7-11		details cause and effect	questioning	Lesson 1-2 a /ă/	--	



Sedalia School District #200

Level: Elementary **Subject Area:** ELA **Unit/Grade:** Unit 2---Kindergarten

Essential Question:

- How can I understand characters by using both pictures and words in the story?

Pacing/Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 6 Oct 14-18	K.R.2.A.a - With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character , and key events Missouri Learning Standards Show Me Standards	compare and contrast text and graphic features	monitor/ clarify	Lesson 1-3 d (dog)	--	Informative K.W.1.A.a Generate a writing plan using pictures, oral language or written letters and/or words. K.L.1.B Write first and last name correctly. K.L.1.B In written text: <ul style="list-style-type: none"> print in upper and lowercase letters recognize that a sentence ends with punctuation marks Capitalize the first word of a sentence Use inventive spelling with beginning, final and medial sounds
Week 7 Oct 21- Nov 1		understanding characters author's word choice	analyze/ evaluate	Lesson 1-4 g (gumballs)	--	
Week 8 Nov 4-8		details compare and contrast	visualize	Lesson 1-5 c (cookies)	--	
Week 9 Nov 11-15		text and graphic features conclusions	questioning	Lesson 1-6 t (turtle)	--	
Week 10 Nov 18-22		story structure understanding characters	summarize	Lesson 1-7 m (moon)	--	



Sedalia School District #200

Level: Elementary **Subject Area:** ELA **Unit/Grade:** Unit 3---Kindergarten

Essential Question:

- How can I understand the setting of a story using both pictures and words?
- How do readers use key details to learn more about the topic?

Pacing/Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 11 Nov 25- Dec 6	K.R.2.A.a- With assistance, read, infer, and draw conclusions to identify elements of a story, including setting , character, and key events . K.R.3.C.c- With assistance, read, infer, and draw conclusions to name the main topic and recall key details of the text Missouri Learning Standards Show Me Standards	compare and contrast text and graphic features	questioning	Lesson 1-8 and 1-9 Practice	a, I	Narrative K.W.1.A.a Generate a writing plan using pictures, oral language or written letters and/or words. K.L.1.B Write first and last name correctly. K.L.1.B In written text: <ul style="list-style-type: none"> • print in upper and lowercase letters • recognize that a sentence ends with punctuation marks • Capitalize the first word of a sentence • Use inventive spelling with beginning, final and medial sounds K.W.1.B.a Appropriate to genre type, develop a draft sequencing the actions or details through letters, words, and pictures.
Week 12 Dec 9-13		conclusions understanding characters	monitor/ clarify	Lesson 1-10 I (leaf)	for, the	
Week 13 Dec 16-20		author's purpose text and graphic features	visualize	Lesson 1-11 h (hand)	and	
Week 14 Jan 6-10		cause and effect author's purpose	infer/ predict	Lesson 1-12 n (nest)	is	
Week 15 Jan 13-17		sequence of events author's word choice	analyze/ evaluate	Lesson 1-13 Review	see	



Sedalia School District #200

Level: Elementary **Subject Area:** ELA **Unit/Grade:** Unit 4---Kindergarten

Essential Question:

- How do story elements help a reader retell a story?
- How do readers use key details to learn more about the topic?

Pacing/Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 16 Jan 20-24	K.R.2.A.a- With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events K.R.3.C.c- With assistance, read, infer, and draw conclusions to name the main topic and recall key details of the text Missouri Learning Standards Show Me Standards	details main ideas	summarize	Lesson 1-14 l /i/ (itchy)	has	<p>Opinion</p> <p>K.W.1.A.a Generate a writing plan using pictures, oral language or written letters and/or words.</p> <p>K.L.1.B Write first and last name correctly.</p> <p>K.L.1.B In written text:</p> <ul style="list-style-type: none"> • print in upper and lowercase letters • recognize that a sentence ends with punctuation marks • Capitalize the first word of a sentence • Use inventive spelling with beginning, final and medial sounds <p>K.W.1.B.a Appropriate to genre type, develop a draft sequencing the actions or details through letters, words, and pictures.</p>
Week 17 Jan 27-31		sequence of events author's word choice	infer/ predict	Lesson 1-15 r (rock) <i>Lesson 1-16</i> p (pizza)	of, was	
Week 18 Feb 3-7		author's purpose figurative language	analyze/ evaluate	Lesson 1-17 U /ü/ (umbrella)	he	
Week 19 Feb 10-21		cause and effect sequence of events	questioning	Lesson 1-18 j (jam) <i>Lesson 1-19</i> s (soap)	to, his	
Week 20 Feb 24-28		sequence of events conclusions	visualize	Lesson 1-20 ch (chin)	go	



Sedalia School District #200

Level: Elementary **Subject Area:** ELA **Unit/Grade:** Unit 5---Kindergarten

Essential Question:

- How do story elements help a reader retell a story?
- How do readers use key details to learn more about the topic?

Pacing/Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 21 Mar 2-6	<p>K.R.2.A.a- With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events</p> <p>K.R.3.C.c- With assistance, read, infer, and draw conclusions to name the main topic and recall key details of the text</p> <p>Missouri Learning Standards Show Me Standards</p>	details author's word choice	infer/ predict	Lesson 1-21 f (fan)	she	<p>Informative</p> <p>K.W.1.A.a Generate a writing plan using pictures, oral language or written letters and/or words.</p> <p>K.L.1.B Write first and last name correctly.</p> <p>K.L.1.B In written text:</p> <ul style="list-style-type: none"> • print in upper and lowercase letters • recognize that a sentence ends with punctuation marks • Capitalize the first word of a sentence • Use inventive spelling with beginning, final and medial sounds <p>K.W.1.B.a Appropriate to genre type, develop a draft sequencing the actions or details through letters, words, and pictures.</p>
Week 22 Mar 9-13		story structure sequence of events	analyze/ evaluate	Lesson 1-22 b (bat and ball)	by	
Week 23 Mar 23-27		sequence of events text and graphic features	visualize	Lesson 1-23 and 1-24 k (kite), review	do, from	
Week 24 Mar 30- Apr 3		conclusions author's purpose	monitor/ clarify	Lesson 1-25 sh (shark)	put	
Week 25 Apr 6-10		text and graphic features sequence of events	summarize	Lesson 1-26 e /ě/ (elephant)	how	



Sedalia School District #200

Level: Elementary **Subject Area:** ELA **Unit/Grade:** Unit 6---Kindergarten

Essential Question:

- How do text features and illustrations help us understand the text?

Pacing/Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 26 Apr 13-17	<p>K.R.2.A.a- With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events</p> <p>K.R.3.C.c- With assistance, read, infer, and draw conclusions to name the main topic and recall key details of the text</p> <p>Missouri Learning Standard Show Me Standards</p>	conclusions genre	visualize	Lesson 1-27 and 1-28 th (this,thumb) w (watermelon)	you , saw	<p>Opinion</p> <p>K.W.1.A.a Generate a writing plan using pictures, oral language or written letters and/or words.</p> <p>K.L.1.B Write first and last name correctly.</p> <p>K.L.1.B In written text:</p> <ul style="list-style-type: none"> print in upper and lowercase letters recognize that a sentence ends with punctuation marks Capitalize the first word of a sentence Use inventive spelling with beginning, final and medial sounds <p>K.W.1.B.a Appropriate to genre type, develop a draft sequencing the actions or details through letters, words, and pictures.</p>
Week 27 Apr 20-24		compare and contrast understanding characters	monitor/ clarify	Lesson 1-29 and 1-30 v (vase) x (box)	come , what	
Week 28 Apr 27-May 1		story structure genre: fantasy	infer/ predict	Lesson 1-31 and 1-32 z (zebra) wh (whistle)	want, does	
Week 29 May 4-8		main idea/details author's purpose	questioning	Lesson 1-33 and 1-34 y (yellow yarn) qu (question)	have , who	
Week 30 May 11-15		understanding characters genre	summarize	Lesson 1-35 and 1-36 ck (duck) Review	they, are	