

Standards

Unit Title: Holidays and Celebrations		Estimated Time Frame: 15 days	
Essential Standards: RF.K.1, RF.K.2, RF.K.3, RL.K.4, RI.K.2, RI.K.3, RI.K.7, RI.K.8, RI.K.9, RI.K.10, C.K.3, L.K.1, L.K.2, L.K.4, L.K.5 Supporting Standards: HW.K.1, RF.K.4, RL.K.5 Assessment: FCPS Unit 7 Assessment End of Unit Common Assessed Standards: RL.K.4, RI.K.2, RI.K.3, RI.K.7, RI.K.9 <i>*All essential standards will be assessed by the end of the year.</i>			
Pacing Guide and Frameworks		Additional Supporting Links	
Pacing Guide Launch Unit: Foundation and Routines Unit 1: Life Science Unit 2: Character Matters Unit 3: Government and Citizenship Unit 4: Perspectives in Literature Unit 5: Technology and Society Unit 6: Themes Across Cultures Unit 7: History, Culture, and Geography Unit 8: Earth Science Unit 9: Economics Unit 10: Physical Science		Kentucky Academic Standards Academic Language for ELA Frameworks Glossary Benchmark Advance Foundational Scope and Sequence Grade Level Question Stems Literacy Guidance Document FCPS Achievement & Trauma Informed Strategies in the Classroom Sample Writing Timelines Elementary Intellectual Preparation Cycle Comprehensive Literacy Planners with KAS Unit Internalization Note-catcher Lesson Internalization Note-catcher	
Big Ideas			
• We honor people who made positive contributions to the world with celebrations and holidays. • We celebrate holidays with food, parades, and/or being with friends and family.			
Essential Question		Literacy Practices	
• Why do we celebrate people and events?		1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schemas to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.	

5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create new meaning.
7. Utilize digital resources to learn and share with others.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high-level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.

KAS Standards Prerequisite Skills	Samples of Learning Intentions/Samples of Success Criteria	Considerations/Common Misconceptions ! Indicates a misalignment to Kentucky Academic Standards. ◆ Indicates a consideration for planning and instruction.
RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Follow words from left to right, top to bottom and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills.) - Trach text from left to right	Learning Intention: We are learning how print works when I read and write. Success Criteria: <i>With prompting and support...</i> • I can track text from left to right. • I can track text from top to bottom. • I can recognize that words I speak can be written with letters. • I can recognize that words are separated by spaces when I read or write. • I can point to the beginning of a word. • I can determine where to start reading or writing on a page. (left to right, top to bottom) • I can name the uppercase letters. • I can name the lowercase letters. • I can recognize the difference between a letter and a word.	Considerations/Common Misconceptions: ◆ Follow the Benchmark Phonics Scope and Sequence. ◆ Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicit. ◆ Begin teaching for integration of what children see, hear and say early on (RF.K.1.b.) We want them to understand, “I know that if I hear a word, I will see it on the page. I know if I see a word, my mouth has to say it.” ◆ While the foundational skills are taught explicitly, they are not meant to be taught in

- Track text from top to bottom - Describe how words I speak can be written with letters - Describe that words are separated by spaces when reading and writing - Point at the beginning of a word - Identify where to start reading or writing on a page		isolation. Students need to see how foundational skills are applied to reading and writing connected text. Make sure to model the meaning of letter, word, space between words, and print/text/book. ◆ While we have included examples of success criteria for early reading concepts about print, it will be more important to observe the students applying the skills (e.g., pointing to the first word on the page, tracking print, return sweep) than having the student recite success criteria.
RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Prerequisite Skills: <i>(Prerequisite skills for Reading Foundation standards 2 align to Benchmark Scope and Sequence for Phonemic Awareness from the unit prior)</i> - Phoneme isolation - Phoneme blending and segmentation - Phonemic manipulation - Phoneme substitution - Phoneme deletion	Learning Intention: We are learning to understand that words are made up of syllables and sounds. Success Criteria: ● I can recognize words that rhyme. ● I can say a word that rhymes with a word I hear. ● I can clap the syllables of a word I hear. ● I can count the syllables of a word I hear. ● I can segment/isolate the beginning sound of a word I hear. ● I can identify the vowel sound I hear at the beginning of a word. ● I can identify the vowel sound I hear at the middle of a word. ● I can identify the vowel sound at the end of a word. ● I can blend onset and rimes. ● I can segment words into onset and rimes. ● I can blend and segment syllables in spoken words. ● I can change an individual sound in a	Considerations/Common Misconceptions: ◆ Poetry Out Loud Lessons correlate to this standard as well as RL.K.10. ◆ Follow the Benchmark Phonics Scope and Sequence. ◆ This standard, RF.K.2, addresses phonological awareness, an umbrella term for any work helping children learn to notice and/or manipulate sounds in speech. Please note that at the early stages, this work will be done orally. ◆ Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to a variety of texts such as big books, anchor charts, board books, etc. Model often and make the connections between reading and writing explicit. ◆ While the foundational skills are taught explicitly, they are not meant to be taught in

	word to make a new word. • I can add a beginning (middle or ending) sound to say a new word. • I can change the beginning (middle or ending) sound to say a new word.	isolation. Students need to see how foundational skills are applied to decoding while reading and encoding while writing continuous text. ◆ It will be important to demonstrate how we blend and segment syllables.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. Prerequisite Skills: <i>(Prerequisite skills for Reading Foundation standards 3 align to Benchmark Scope and Sequence for Phonics Skills from the unit prior)</i> - Identify and name sound for short e, r, b, h, short u, g, , and short e - Identify s-blends - Identify r-blends - Identify diagraph -ck - Identify diagraph sh - Sight words: for, no, jump, one, and , you, big, with, your, and girl	Learning Intention: We are learning to identify letters and sounds to help me decode words. Success Criteria: • I can match the sounds I hear to the letter(s) that make that sound. • I can say the sound of the letter I see. • I can say each sound I hear in a word. • I can say the letter that goes with the sound I hear. • I can point out the letters that make different sounds in similar words. • I can listen to words that look the same and find the sounds that are different. Learning Intention: We are learning about vowels. Success Criteria: • I can define the word vowel. • I can identify the letters that are vowels. • I can identify the short sound for each vowel. • I can identify the long sound for each vowel. • I can identify the letter or letters that make the long sound in words. • I can quickly identify and produce the sounds of short and long vowels in	Considerations/Common Misconceptions: ◆ Follow the Benchmark Phonics Scope and Sequence. ◆ Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicitly. ◆ While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to reading and writing connected text. ◆ Students will need to be taught to distinguish between consonants and vowels.

	words. • I can read words with short/long vowels. • I can distinguish between words that have different vowel sounds in the same position. Learning Intention: We are learning about sight words. Success Criteria: • I can define the term sight word • I can read sight words. • I can identify sight words in a text. • I can quickly read and write words I'm learning. • I can find words I'm learning in my classroom. • I can read and write words I'm learning around my classroom. • I can find words I'm learning in books and on charts. • I can distinguish between similar sight words by their sounds and letters.	
RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills) - Identify key details - Identify what an author wants me to know by using key details - Define central idea - Understand that main, topic, and central idea are the same	Learning Intention: We are learning to recognize key details from a summary to understand the central idea of a text. Success Criteria: <i>With prompting and support...</i> • I can identify the key details from a summary. • I can use key details to understand what the author wants me to know about a topic. • I can define the term central idea. • I can understand the main idea/topic and central idea are the same.	Considerations/Common Misconceptions: ! Use the term “central idea” to align to KAS. ◆ Guide students to consider how the title, headings, pictures/captions, and bold words in an informational text help readers figure out the main topic, pointing out to students when the author plainly states the main idea in a paragraph's first sentence and other places. ◆ Think aloud about how you determine the central idea and point out key.

Kindergarten

Kindergarten Unit 7 2025-2026

- Identify central idea of a text by using key details	• I can use key details to help me understand the central idea of a text.	◆ Summary may be pre-written by teacher, may be written collaboratively by teacher and students.
RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills) - Define individual - Identify the people in the text - Identify how people develop and/or change during a text - Define the word events - Identify events that take place in a text - Identify how events develop or change during a text - Define idea - Identify an idea(s) in a text - Identify how an idea(s) develop or change during a text - Identify pieces of information in a text - Identify how pieces of information develop or change during a text	Learning Intention: We are learning to identify the individuals in a text. Success Criteria: <i>With prompting and support...</i> • I can define the word individual. • I can identify the people in a text. • I can identify how people develop or change during a text. Learning Intention: We are learning to identify the events in a text. Success Criteria: <i>With prompting and support...</i> • I can define the word events. • I can identify the events that take place in a text. • I can identify how events develop during a text. Learning Intention: We are learning to identify the ideas in a text. Success Criteria: <i>With prompting and support...</i> • I can define the word idea. • I can identify the idea(s) in a text. • I can identify how the idea(s) develop during a text. Learning Intention: We are learning to identify pieces of information in a text.	Considerations/Common Misconceptions: ◆ Considerations: The majority of kindergarten RL/RI standards begin, “With prompting and support,...”. As you teach, keep the gradual release model in mind (I do, we do, you do). At the beginning of a unit or at the beginning of the year, you will explicitly model the concept being taught and provide guided practice before asking all students to demonstrate mastery independently.

	Success Criteria: • I can identify pieces of information in a text. • I can identify how pieces of information develop during a text.	
RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Prerequisite Skills: <i>(Prerequisite skills are previous exposure to the skills)</i> - Define appeal - Define senses - Identify words that show feelings - Identify words that support seeing, hearing, smelling, tasting, or touching - Identify words or phrases that support feelings or senses in stories - Identify words or phrases that support feeling or senses in poems	Learning Intention: We are learning to identify words or phrases that suggest feeling or appeal to the senses. Success Criteria: <i>With prompting and support...</i> • I can define the word appeal. • I can define senses. • I can identify words that show feelings. • I can identify words that support seeing, hearing, smelling, tasting, or touching. • I can identify words or phrases that support feelings or senses in stories. • I can identify words or phrases that support feelings or senses in poems.	Considerations/Common Misconceptions:  This is the first time Kindergarteners are introduced to standard RL.K.4.
RI.K.7 With prompting and support, describe the relationship between visuals and the text. Prerequisite Skills: <i>(Prerequisite skills: previous exposure to the skills.)</i> - Define visual - Identify visuals of a text - Describe how visuals relate to the text	Learning Intention: We are learning about how visuals relate to a text. Success Criteria: <i>With prompting and support...</i> • I can define the word visual. • I can identify the visuals of a text. • I can describe how the visuals relate to the text.	Considerations/Common Misconceptions:  This standard supports RI. K.2
RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text. Prerequisite Skills:	Learning Intention: We are learning to identify the claim or argument presented by the author and give reasons to support it. Success Criteria:	Considerations/Common Misconceptions:  In Benchmark, the author's claim is referred to as “topic”.

Kindergarten

Kindergarten Unit 7 2025-2026

<i>(Prerequisite skills are previous exposure to the skills.)</i> - Define claim - Define reason - Define support - Identify what the author is saying - Identify reasons to support what the author is saying	<i>With prompting and support...</i> • I can define the word claim. • I can define the word reason. • I can define the word support. • I can identify what the author is trying to say to me. • I can identify reasons to support what the author is saying.	
RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics. Prerequisite Skills: <i>(Prerequisite skills are previous exposure to the skills.)</i> - Define compare - Define contrast - Find similarities - Find differences - Identify how a character resolves the problem - Identify the characters' adventures and experiences - Identify how the character changes - Identify how the characters' adventures or experiences are similar or different	Learning Intention: We are learning to identify information about a topic in more than one text. Success Criteria: • I can define the theme. • I can define the topic. • I can use the title to help me identify the theme or topic of a text. • I can use pictures to identify the theme or topic of a text. • I can use repeated words or information to help me identify the theme or topic. • I can find information about the same theme or topic in a different text. • I can identify the theme or topic of more than one text.	Considerations/Common Misconceptions: ◆ Consider pairing this standard with the Success Criteria in RI.K.2. The “two or more texts” may be selected by the student, groups of students, or the entire class. ◆ As you model, read texts that are short, or focus on only one chapter in each book, so that students can reread the text and refer back to it to verify their reasoning. ◆ Remind students that photos and text features can also help us identify information in texts (not just the words).
RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. Prerequisite Skills:	Learning Intention: We are learning how to flexibly use a variety of comprehension strategies to comprehend and analyze complex text with support. Success Criteria: • I can use the strategy of _____ to comprehend and analyze text.	Considerations/Common Misconceptions: ! Strategies being taught in units 7-10 are written so that students can flexibly transition between strategies.

<i>(Prerequisite skills are previous exposure to the skills.)</i> - Use questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance to make sense of grade-level appropriate, complex informational texts		
C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Prerequisite Skills: - Unit 1 and 2 provided exposure to Narrative writing: - draw about an idea or experience	Learning Intention: We are learning to write about my ideas and experiences. Success Criteria: <i>With guidance and support...</i> • I can think of an idea or experience to write about. • I can talk about an idea or experience I want to write about. • I can show that I understand the purpose and task I am working on. • I can identify a topic to write about. • I can draw about an idea or experience. • I can write about an idea or experience. • I can use pictures and words together to help others understand my story. • I can write using the correct letter and sentence form. • I can plan, revise, and edit my writing. • I can share my story with a peer. • With help from adults and friends, I can make my writing better by adding details with words or pictures.	Considerations/Common Misconceptions: ◆ While we have identified C.K.3 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. ◆ Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level. ◆ Consider integrating this standard with C.K.5: With guidance and support, participate in shared research and writing projects. ◆ Students will participate in thinking and composing via shared writing, but the teacher will be the scribe. Look for students to transfer skills demonstrated in shared writing to their own writing. ◆ Consider integrating from KAS for Social Studies with ELA standards in Unit 1: • <i>K.I.Q.1 Ask compelling questions about their community.</i>

- write about the idea or experience		◆ The bold print in the standard indicates strategies being taught in unit 7. Remaining areas will be addressed in the other units.
L.K.1 When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills.) - Define preposition - Define common prepositions - Write complete sentences using common prepositions - Define a complete sentence - Speak in complete sentences - Write in complete sentences	Learning Intention: We are learning to correctly use common prepositions when writing complete sentences. Success Criteria: • I can define a preposition. • I can define common prepositions. • I can write a complete sentence that uses common prepositions. Learning Intention: We are learning what makes a complete sentence. Success Criteria: • I can define a complete sentence as being like a little story that includes a person or things and what they do or what happens. • I can speak in complete sentences. • I can write in complete sentences.	Considerations/Common Misconceptions: ◆ Read Aloud and class discussions are powerful practices for expanding children's oral language. In addition to your teaching and modeling, students will need many opportunities to listen, think, and talk throughout the school day in order to build language competencies. ◆ For this standard, consider using a checklist of the skills listed in the standard, and note when students are observed demonstrating mastery, or when they need instruction. ◆ The bold print in the standard indicates strategies being taught in unit 7. Remaining areas will be addressed in the other units.
L.K.2 When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills)	Learning Intention: We are learning to write in complete sentences. Success Criteria: <i>With some help...</i> • I can begin sentences with a capital letter. • I can capitalize the pronoun I. • I can put a space between words in a sentence. • I can use ending punctuation when writing a sentence.	Considerations/Common Misconceptions: ! L.K.2.a- The capitalization of the pronoun "I" is not explicitly taught and should be incorporated into the instruction. ◆ Much of the explicit teaching of this standard will occur via teacher modeling and via shared writing (C.K.5: With guidance and support participate in shared research and writing projects.)

Kindergarten

Kindergarten Unit 7 2025-2026

- Begin a sentence with a capital letter - Write a sentence that starts with a capital letter - Capitalize the pronoun I - Identify a period, exclamation mark, and a question mark - Write using ending punctuation in sentences - Reread sentences to confirm it makes sense - Write letters for consonants and short vowel sounds - Spell words phonetically	• I can use a period, exclamation point, and question mark correctly at the end of a sentence. • I can name the period, exclamation point, and question mark correctly. • I can reread my sentence to make sure that it makes sense. Learning Intention: We are learning to spell simple words phonetically. Success Criteria: <i>With some help...</i> • I can write letters for most consonant and short vowel sounds. • I can spell simple words phonetically.	◆ The bold print in the standard indicates strategies being taught in unit 7. Remaining areas will be addressed in the other units.
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Prerequisite Skills: <i>(Prerequisite skills are previous exposure to the skills)</i> - Define a homophone - Identify words that are homophones - Define prefix - Suffix - Define a root word - Identify the prefix of a word - Identify the suffix of a word	Learning Intention: We can clarify the meaning of unknown words or phrases. Success Criteria: • I can define a homophone as a word that sounds the same as another word but means something different and is spelled differently. • I can identify words that are homophones. • I can define the word prefix. • I can define the word suffix. • I can define a root word. • I can identify the prefix of a word. • I can identify the suffix of a word. • I can identify the root word in a word that has a prefix or suffix. • I can identify how prefixes or suffixes change the meaning of a word.	Considerations/Common Misconceptions: ◆ Much of the explicit teaching of this standard will occur via teacher modeling. ◆ The bold print in the standard indicates strategies being taught in unit 7. Remaining areas will be addressed in the other units.

- Identify the root word in a word that has a suffix or prefix - Identify how prefixes or suffixes change the meaning of a word		
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms. Prerequisite Skills: (Prerequisite skills are previous exposure to the skills) - Identify verbs - Identify adjectives - Define antonyms - Identify words that mean the opposite of verbs and adjectives - Identify antonyms - Identify how small details of verbs and adjectives can change the intensity of its meaning	Learning Intention: We are learning how small details of verbs and adjectives can change their meaning. Success Criteria: • I can use verbs. • I can use adjectives. • I can define the word synonym. • I can identify different words that mean the same things as my verbs and adjectives. • I can use synonyms. • I can describe how the small details of verbs and adjectives can change the intensity of its meaning.	Considerations/Common Misconceptions: ◆ The bold print in the standard indicates strategies being taught in unit 7. Remaining areas will be addressed in the other units.
Supporting Standards (connected essentials)		
• RF.K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding. • HW.K.1 Print all upper and lowercase letters and numerals. • RL.K.5 Recognize common structures of poems, stories and dramas. • RI.K.5 Identify the front cover, back cover and title page of a book.		