WASHINGTON COUNTY SCHOOLS

Commanding Excellence for All

Kindergarten Curriculum

ELA

Math

Science

Social Studies

ELA Pacing Guide-Kindergarten

High Quality Instructional Resources:

Wit & Wisdom

Magnetic Reading-Foundational Skills

Universal Screener-iReady Diagnostic

Diagnostic Screener-iReady Literacy Tasks

Units of Study

Module 0

Module 1: The Five Senses-9 weeks

Module 2: Once Upon a Farm-9 weeks

Module 3: American, Then and Now-9 weeks

Module 4: The Continents-9 weeks

Unit Name: Module 1: The Five Senses
Anticipated Length: 9 weeks

Kentucky Academic Standards	**Learning Targets**
RL K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text. RL K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story. RI K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text. RI K.4 With prompting and support, ask and answer questions about unknown words in a text. RI K.5 Identify the front cover, back cover and title page of a book. C K.2 ***Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (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, strengthen writing through peer collaboration and adding details through	● I can ask explicit questions about key ideas . ● I can ask explicit questions about key details. ● I can answer explicit questions about key ideas. ● I can answer explicit questions about key details. ● I can make logical inferences to construct meaning from text. ● I can identify the author of a story. ● I can explain how the author tells a story. ● I can identify the illustrator of a story. ● I can explain how the illustrator tells the story. ● I can ask explicit questions about key concepts. ● I can answer explicit questions about key concepts.. ● I can ask explicit questions about key details. ● I can answer explicit questions about key details. ● I can make logical inferences to construct meaning from a text. ● I can ask questions about unknown words in a text. ● I can answer questions about unknown words in a text. ● I can identify the front cover of a book. ● I can identify the back cover of a book. ● I can identify the title page of a book. ● I can strengthen writing through peer collaboration. ● I can strengthen writing by adding details through writing as needed. ● I can strengthen writing by adding details through pictures as needed. ● I can introduce the topic. ● I can supply information to develop the topic. ● I can use grade-appropriate conjunctions to develop text structure

writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing C K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. L K.1 When writing or speaking, demonstrate appropriate use of: c. interrogative sentences using who, what, where, when, why and how L K.2c,d When writing: 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. RF K.1 a,c,d a. Follow words from left to right, top to bottom and page by page c. Recognize that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 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	within sentences. ● I can provide a concluding idea. ● I can develop writing as needed by planning. ● I can develop writing as needed by revising. ● I can develop writing as needed by editing. ● I can strengthen writing as needed by planning. ● I can strengthen writing as needed by revising. ● I can strengthen writing as needed by editing. ● I can collect information from real-world experiences to answer questions. ● I can collect information from real-world experiences to generate questions. ● I can collect information from provided sources to answer questions. ● I can collect information from provided sources to generate questions. ● I can demonstrate appropriate use of interrogative sentences using who, what, where, when, why, and how. ● I can write a letter or letters for most consonant sounds. ● I can write a letter or letters for most short-vowel sounds. ● I can spell simple words phonetically, drawing on knowledge of sound-letter relationships. **Foundational Skills** ● I can follow words from left to right. ● I can follow words top to bottom. ● I can follow words page by page. ● I can recognize that words are separated by spaces in print. ● I can recognize all uppercase letters of the alphabet. ● I can recognize all lowercase letters of the alphabet. ● I can name all uppercase letters of the alphabet. ● I can name all lowercase letters of the alphabet.

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. RF K.3 ab 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. L K.1 a When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs L K.2 When writing: b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds.	• I can recognize rhyming words. • I can orally produce rhyming words. • I can count syllables in spoken words. • I can pronounce syllables in spoken words. • I can blend syllables in spoken words. • I can segment syllables in spoken words. • I can blend onsets of single syllable spoken words. • I can segment onsets of single syllable spoken words. • I can segment onsets of single syllable spoken words. • I can blend rimes of single syllable spoken words. • I can isolate the initial phonemes in three-phoneme words. • I can isolate medial vowels in three-phoneme words. • I can isolate final sounds in three-phoneme words. • I can pronounce the initial sounds in three phoneme words. • I can pronounce the medial vowel in three-phoneme words. • I can pronounce the final sounds in three-phoneme words. • I can demonstrate basic knowledge of one to one letter-sound correspondences by producing the primary or many of the most frequency sounds for each consonant. • I can associate the long sounds with common spellings for the five major vowels. • I can associate the short sounds with common spellings for the five major vowels. • When writing or speaking, I can demonstrate appropriate use of common nouns. • When writing or speaking, I can demonstrate appropriate use of common verbs. • When writing, I can recognize end punctuation. • When writing, I can name end punctuation. • I can write a letter or letters for most consonant sounds. • I can write a letter or letters for short vowel sounds.

Unit Name: Module 2: Once Upon a Farm
Anticipated Length: 9 weeks

Kentucky Academic Standards	**Learning Targets**
RL K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story. RL K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development. RL K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. 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.	● I can recognize key details from a summary. ● I can demonstrate understanding of the lesson learned in the story. ● I can identify characters in a story to make meaning of the story development. ● I can identify settings in a story to make meaning of the story development. ● I can identify major events in a story to make meaning of the story development. ● I can compare the adventures of characters in stories. ● I can compare the experiences of characters in a story. ● I can contrast the adventures of characters in a story. ● I can contrast the experiences of characters in a story. ● I can produce writing in which the development is appropriate to task. ● I can produce writing in which the organization is appropriate to task. ● I can produce writing in which the development is appropriate to task. ● I can produce writing in which the development is appropriate to purpose. ● I can recount a single event. ● I can include details which describe actions. ● I can include details which describe thoughts. ● I can include details which describe emotions. ● I can create a sense of closure. ● I can develop writing as needed by planning. ● I can develop writing as needed by revising.

C K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. C K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. HW K.1 Print all upper and lowercase letters and numerals. When writing or speaking, demonstrate appropriate use of: L K.1 d,f sentences using common prepositions. F complete sentences. When writing: LK.2 c,d Write a letter or letters for most consonant and short-vowel sounds. D Spell simple words phonetically, drawing on knowledge of sound-letter relationships L K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RF K.1 a,b,d 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 d Recognize and name all upper- and lowercase letters of the alphabet.	● I can develop writing as needed by editing. ● I can strengthen writing as needed by planning. ● I can strengthen writing as needed by revising. ● I can strengthen writing as needed by editing. ● I can explore a variety of digital resources to create products. ● I can explore a variety of digital resources to publish products. ● I can explore a variety of digital resources to create and publish products in collaboration with peers. ● I can collect information from real-world experiences to answer questions. ● I can collect information from real-world experiences to generate questions. ● I can collect information from provided sources to answer questions. ● I can collect information from provided sources to generate questions. ● I can print all uppercase letters. ● I can print all lowercase letters. ● I can print all numerals. ● I can demonstrate appropriate use of sentences using common prepositions. ● I can demonstrate complete sentences when speaking or writing. ● I can write a letter or letters for most consonant sounds. ● I can write a letter or letters for most short-vowel sounds. ● I can spell simple words phonetically. ● I can draw on knowledge of sound-letter relationship to spell simple words. ● I can sort common objects into categories. ● I can sort common objects into categories to gain a sense of the concepts the categories represent. Foundational Skills

RF K.2 c,d 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. RF K.3 a,b,c,d 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. F RF K.4 Read emergent-reader texts with purpose and understanding. L K.1a When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs L K.2 b,c,d 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.	• I can follow words from left to right. • I can follow words from top to bottom. • I can follow words from page to page. • I can recognize that spoken words are represented in written language by specific sequences of letters. • I can recognize all upper case letters of the alphabet. • I can recognize all lowercase letters of the alphabet. • I can name all upper case letters of the alphabet. • I can name all lowercase letters of the alphabet. • I can blend onsets of single single syllable spoken words. • I can blend rimes of single syllable spoken words. • I can segment onsets of single syllable spoken words. • I can segment rimes of single-syllable spoken words. • I can isolate the medial vowel sound in three phoneme words. • I can isolate the medial sound in three-phoneme words. • I can isolate the final sounds in three-phoneme words. • I can pronounce the initial sound in three phoneme words. • I can pronounce the medial vowel in three phoneme words. • I can prounde the final sound in three phoneme words. • I can demonstrate basic one to one letter-sound correspondences by producing the primary sound for each consonant. • I can demonstrate basic knowledge of one to one letter sound correspondences by producing many of the most frequent sounds for each consonant. • I can associate long sounds with common spellings for the five major vowels. • I can associate the short sounds with common spellings for the five major vowels. • I can read common high frequency words by sight. • I can orally distinguish between similarlysimarly spelled words by identifying the sound of the letters that differ.

	● I can read emergent reader texts with purpose. ● I can read emergent reader texts with understanding. ● I can demonstrate appropriate use of common nouns when writing or speaking. ● I can demonstrate appropriate use of common verbs when writing or speaking ● I can recognize end punctuation. ● I can name end punctuation. ● I can spell simple words phonetically. ● I can draw on knowledge of sound-letter relationships to spell simple words phonetically.

Unit Name: Module 3: America, Then and Now
Anticipated Length: 9 weeks

Kentucky Academic Standards	**Learning Targets**
RI K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text. RI K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text. RI K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text C K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (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, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a	● I can orally recognize key details from a summary. ● I can orally recognize key details from a summary to demonstrate understanding of the central idea of a text. ● I can identify the individuals presented over the course of a text. ● I can identify the events presented over the course of a text. ● I can identify the ideas presented over the course of a text. ● I can identify the pieces of information presented over the course of a text. ● I can identify the author of a text. ● I can define the role of the author in presenting the ideas in a text. ● I can identify the role of the author in presenting information in a text. ● I can identify the illustrator of a text. ● I can define the role of the illustrator in presenting the ideas in a text. ● I can define the role of the illustrator in presenting information in a text. ● I can strengthen writing through peer collaboration. ● I can strengthen writing by adding details through writing as needed. ● I can strengthen writing by adding details through pictures as needed. ● I can introduce the topic. ● I can supply information to develop the topic. ● I can use grade-appropriate conjunctions to develop text structure within sentences. ● I can provide a concluding idea. ● I can develop writing as needed by planning. ● I can develop writing as needed by revising. ● I can develop writing as needed by editing.

concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C K.5 With guidance and support, participate in shared research and writing projects. C K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. When writing or speaking , demonstrate appropriate use of : L K.1 a, b a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. L K.2 a Capitalize the first word in a sentence and the pronoun I. RF K.2 d,e 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. RF K.3 a.b,c,d 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	● I can strengthen writing as needed by planning. ● I can strengthen writing as needed by revising. ● I can strengthen writing as needed by editing. ● I can participate in shared research projects. ● I can participate in shared writing projects. ● I can collect information from real-world experiences to answer questions. ● I can collect information from provided resources to generate questions. ● I can demonstrate appropriate use of common nouns when writing or speaking. ● I can demonstrate appropriate use of common verbs when writing or speaking. ● I can capitalize the first word in a sentence. ● I can capitalize the pronoun I. **Foundational Skills** ● I can isolate the initial sounds in three phoneme words ● I can pronounce the initial sound in three phoneme words. ● I can isolate the medial vowel sound in three phoneme words. ● I can pronounce the medial vowel sound in three phoneme words. ● I can isolate final sounds in three phoneme words. ● I can pronounce final sounds in three phoneme words. ● I can add individual sounds in simple, one-syllable words to make new words. ● I can substitute individual sounds in simple, one-syllable words to make new words. ● I can demonstrate one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

identifying the sounds of the letters that differ. RF K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding. L K.1a When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. L K.2 c,d Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	● I can associate the long sounds with common spellings for the 5 major vowels. ● I can associate the short sounds with common spellings for the five major vowels. ● I can read common high-frequency words by sight. ● I can orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. ● I can read fluently on grade level to support comprehension. ● I can read emergent-reader text with purpose. ● I can read emergent-reader texts with understanding. ● I can demonstrate appropriate use of common nouns when writing or speaking. ● I can demonstrate appropriate use of common verbs with common verbs. ● I can write a letter or letters for most consonant sounds. ● I can write a letter or letters for most short-vowel sounds.

Unit Name: Module 4: The Continents

Anticipated Length: 9 weeks

Kentucky Academic Standards	**Learning Targets**
RL K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL K.5 Recognize common structures of poems, stories and dramas RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. RI K.7 Use the visuals and details in a text to describe its key ideas. RI K.8 Identify the claim and the reasons an author gives to support the claim in a text. RI K.9 Identify information from two or more texts on similar themes or topics. C K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (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,	● I can identify words in stories or poems that suggest feelings. ● I can identify words in stories or poems that appeal to the senses. ● I can identify phrases in stories or poems that suggest feelings. ● I can identify phrases in stories or poems that appeal to the senses. ● I can recognize common structures of poems. ● I can recognize common structures of stories. ● I can recognize common structures of dramas. ● I can describe the relationship between illustrations and the story in which they appear. ● I can use the visuals in a text to describe its key ideas. ● I can use the details in a text to describe its key ideas. ● I can identify the claim. ● I can identify the reasons an author gives to support the claim in a text. ● I can identify information from two or more texts on similar themes. ● I can identify information from two or more texts on similar topics. ● I can strengthen writing through peer collaboration. ● I can strengthen writing through adding details through writing as needed. ● I can strengthen writing through adding pictures as needed. ● I can introduce the topic. ● I can provide reasons with details to support the topic. ● I can use grade-appropriate transitions. ● I can provide a concluding section. ● I can develop writing as needed by planning.

strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. RF K.2 d,e 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. RF K.3 a,b,c 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. RF K.4 Read emergent-reader texts with purpose and understanding L K.1 a When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. L K..2 c,d . Write a letter or letters for most consonant and	• I can develop writing as needed by revising. • I can develop writing as needed by editing. • I can strengthen writing as needed by planning. • I can strengthen writing as needed by revising. • I can strengthen writing as needed by editing. • I can collect information from real-world experiences to answer questions. • I can collect information from real-world experiences to generate questions. • I can collect information from provided resources to answer questions. • I can collect information from real-world experiences to generate questions. **Foundational Skills** • I can isolate the initial sounds in three phoneme words • I can pronounce the initial sound in three phoneme words. • I can isolate the medial vowel sound in three phoneme words. • I can pronounce the medial vowel sound in three phoneme words. • I can isolate final sounds in three phoneme words. • I can pronounce final sounds in three phoneme words. • I can add individual sounds in simple, one-syllable words to make new words. • I can substitute individual sounds in simple, one-syllable words to make new words. • I can demonstrate basic knowledge of one to one letter sound correspondences. • I can produce the primary sound for each consonant. • I can produce many of the most frequent sounds for each consonant. • I can associate long sounds with common spellings for the five major vowels. • I can read common high-frequency words by sight.

short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• I can read emergent reader texts with purpose and understanding. • I can demonstrate appropriate use of common nouns. • I can demonstrate appropriate use of common verbs. • I can write a letter or letters for most constant sounds. • I can write letters for most constant sounds. • I can write a letter for most short vowel sounds. • I can write letters for most short vowel sounds. • I can spell simple words phonetically. • I can draw on knowledge of sound-letter relationships.

Math Pacing Guide-Kindergarten

High Quality Instructional Resources:

Illustrative Mathematics

Universal Screener-iReady Diagnostic

Diagnostic Screener-

Units of Study

Unit 1: Math in Our World

Unit 2: Numbers 1-10

Unit 3: Flat Shapes All Around Us

Unit 4: Understanding Addition and Subtraction

Unit 5: Composing and Decomposing Numbers to 10

Unit 6: Numbers 0-20

Unit 7: Solid Shapes All Around Us

Unit 8: Putting It All Together

Code	Standard	Learning Targets
K.CC.1	Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.	• I can count to 100 by ones. • I can count to 100 by tens. • I can count backwards from 30 by ones.
K.CC.2	Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1)	• I can count forward beginning from a given number within 100.
K.CC.3	Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	• I can write numbers 0-20. • I can count sets of 0-20 objects. • I can write a number to represent a set of 0-20 objects.
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that	• I can connect counting with cardinality. • I can count objects in standard order as I say each number name. • I can understand that the last number represents the amount of objects regardless of the arrangement. • I can understand that each successive number name refers to a quantity that is one larger.

	is one larger.	
K.CC.5	Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.	• I can count to answer "how many" questions about images presented in lines, arrays, circles, on fingers, and on 5-frames. • Given a written number 1-20, I can count out a group of objects. • Given a written number 1-20, I can draw a picture with that number of images in it. • I can write numbers 1-10 to represent a quantity.
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	• I can use comparison language to describe the number of objects in groups of up to 10 objects. •
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	• I can compare two numbers between 1 and 10 presented as written numerals. •
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	• I can represent addition expressions or equations with objects, fingers, mental images, drawings, sounds, acting out, or verbal explanations. • I can represent subtraction expressions or equations with objects, fingers, mental images, drawings, sounds, acting out, or verbal explanations.
K.OA.2	Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.	• I can solve addition and subtraction word problems within 10 using objects or drawings to represent the problem.

K.OA.3	Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities.	• I can compose and decompose numbers up to 10 using objects and drawings. • I can compose and decompose numbers up to 10 in more than one way. • I can match equations to compositions and decompositions of numbers less than or equal to 10. • I can demonstrate equality with objects or drawings.
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.	• I can find the number that makes 10 when added to a given number.
K.OA.5	Fluently add and subtract within 5.	• I can fluently add within 5. • I can fluently subtract within 5.
K.NBT.1	Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• I can compose and decompose numbers from 11 to 19 using quantities of ten ones and some further ones. • I can understand that these numbers are composed of ten ones and 1-9 ones.
K.MD.1	Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.	• I can describe measurable attributes of an object or a set of objects using appropriate vocabulary; length, height, weight, width, & depth.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the	• I can compare two objects with a measurable attribute in common to see which object has "more of/less" of the attribute and describe the difference.

	difference.	
K.MD.3	Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.	• I can classify and sort objects or people by attributes. • I can limit objects or people in each category to be less than an or equal to 10.
K.MD.4	Recognize and identify coins by name (penny, nickel, dime, quarter).	• I can recognize and identify coins by name.
K.G.1	Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.	• I can use informal language to describe shapes. • I can sort shapes into groups. • I can describe the location of shapes using positional words. • I can describe shapes and the location of shapes.
K.G.2	Correctly name shapes regardless of orientations or overall size.	• I can name shapes regardless of orientations or size.
K.G.3	Identify shapes as two-dimensional or three-dimensional	• I can identify shapes as 2D or 3D
K.G.4	Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.	• I can describe similarities and differences of two and three dimensional shapes using sizes and orientations. • I can describe attributes of two and three dimensional shapes using sizes and orientations.
K.G.5	Model shapes in the world by building figures from components and drawing shapes.	• I can model shapes in the world by building figures from components. • I can model shapes in the world by drawing shapes.
K.G.6	Compose simple shapes to form larger shapes.	• I can put shapes together in multiple ways to form larger shapes.

Science Pacing Guide-Kindergarten

High Quality Instructional Resources:

Explore Science

Units of Study

Unit 1: Introduction to Science and Engineering-8 weeks

Unit 2: Force and Motion- 2 weeks

Unit 3: Golf Course Engineers-2 weeks

Unit 4: Plant and Animal Survival-2 weeks

Unit 5: Environmental Change-2 weeks

Unit 6: System Models-2 weeks

Unit 7: Engineer Environmental Solutions-2 weeks

Unit 8: Observing Sunlight-2 weeks

Unit 9: Engineering Design: Energy Engineers-2 weeks

Unit 10: Weather Patterns-2 weeks

Unit 11: Prepare for Severe Weather-2 weeks

Science Standards and Learning Targets

Standard Code	Standard	Learning Targets
K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	• I can plan an investigation to compare the effects of different strengths or different directions of pushes and pulls.
K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	• I can analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull
K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	• I can make observations to determine the effect of sunlight on Earth's surface.
K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	• I can use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	• I can describe patterns of what plants and animals need to survive.
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.	• I can use and share observations of local weather conditions to describe patterns over time.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	• I can construct an argument supported by evidence for how plants and animals can change the environment to meet their needs.
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	• I can identify the needs of plants. • I can identify the needs of animals. • I can use a model to represent the relationship between the needs of different plants or animals and the places they live.
K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	• I can ask questions about the purpose of weather forecasting. • I can describe various forms of severe weather.

		• I can explain how to prepare for and respond to severe weather."
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	• I can describe the impact of humans on the land, water, air, and/or other living things in the local environment. • I can communicate solutions that will reduce the impact of humans.
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	• I can ask questions and make observations to learn more about a problem. • I can gather information about what people need or want to change to solve a problem.
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	• I can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function to solve a problem.
K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	• I can analyze data from tests of two objects designed to solve the same problem. • I can compare the strengths and weaknesses of how each object performs.

Social Studies Pacing Guide-Kindergarten

High Quality Instructional Resources:

Studies Weekly

Units of Study

Unit 1: Communities-4 weeks

Unit 2: Civics and Government-5 weeks

Unit 3: Symbols and Celebrations-3 weeks

Unit 4: Geography-7 weeks

Unit 5: Time and Chronology-3 weeks

Unit 6: History-4 weeks

Unit 7: Culture-2 weeks

Unit 8: Economics-4 weeks

Social Studies Standards and Learning Targets

Standard Code	Standard	Learning Targets
K.C.CP.1	Explain the purpose of local government.	• I can explain the purpose of the local government.
K.C.RR.1	Identify roles and responsibilities of self and others at home, in school and neighborhood settings.	• I can identify the role of myself at home, in school and neighborhood settings. • I can identify the role of others at home, in school and neighborhood settings.
K.C.RR.2	Identify symbols and events that represent American patriotism.	• I can identify symbols that represent American patriotism. • I can identify events that represent American patriotism.
K.C.CV.1	Explain ways people can work together effectively to make decisions.	• I can explain ways people work together effectively to make decisions.
K.C.PR.1	Identify examples of rules that apply in the school and community, and explain why they exist.	• I can identify examples of rules that apply in school and explain why they exist. • I can identify examples of rules that apply in the community and explain why they exist.
K.C.PR.2	Describe consequences of following or not following rules.	• I can describe consequences of following or not following the laws.
K.C.KGO.1	Identify leaders in the local community, and explain their roles and responsibilities.	• I can identify leaders in the community. • I can explain local leaders' roles and responsibilities.
K.C.KGO.2	Identify local and Kentucky state symbols and events.	• I can identify local symbols and events. • can identify Kentucky state symbols and events.
K.E.MI.1	Describe why people purchase goods and services.	• I can describe why people purchase goods and services.
K.E.MA.1	Identify places in communities that provide goods and services.	• I can identify places in communities that provide goods and services.
K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.	• I can demonstrate ways trade can be used to obtain goods. • I can demonstrate ways trade can be used to obtain services.

K.E.IC.1	Differentiate between needs and wants.	• I can differentiate between needs and wants.
K.E.KE.1	Explain how various jobs affect communities.	• I can explain how various jobs affect communities.
K.G.MM.1	Identify why and how people and goods move to and within communities.	• I can identify why people move to and within communities. • I can identify how people move to and within communities. • I can identify why goods move to and within communities. • I can identify how goods move to and within communities.
K.G.HI.1	Identify and describe the culture of communities.	• I can identify and describe the culture of communities.
K.G.HE.1	Identify ways humans interact with their environment.	• I can identify ways humans interact with their environment.
K.G.GR.1	Create maps of familiar areas, such as the classroom, school and community.	• I can create a map of my classroom, school, or community.
K.G.KGE.1	Identify physical and environmental characteristics of communities.	• I can identify physical characteristics of communities. • I can identify environmental characteristics of communities.
K.H.CH.1	Identify and describe how communities change over time.	• I can identify and describe how communities change over time.
K.H.CH.2	Compare traditions found in communities over time, including those from diverse backgrounds.	• I can compare traditions in communities over time.
K.H.CE.1	Identify the cause and effect of an event in a community.	• I can identify the cause and effect of an event in a community.
K.H.CO.1	Describe interactions that occur between individuals/groups in families, classrooms and communities.	• I can describe interactions that occur between individuals/groups in families, classrooms, and communities.
K.H.KH.1	Compare life in the past to life today in communities.	• I can compare life in the past to life today in communities.