

# New Jersey Student Learning Standards: Foundations Kindergarten Pacing Guide

Established 2019-2020

<b>Trimester 1</b> (Approx. 60 days)	<b>Trimester 2</b> (Approx. 60 days)	<b>Trimester 3</b> (Approx. 60 days)
<ul style="list-style-type: none"> <li>● <b>Orientation (approximately 5 days)</b> (RF 1d, RF 3a, RF 3b, L 1a, L 2c ) <i>Introduction of New Concepts</i> <ul style="list-style-type: none"> <li>○ Echoing (Echo the Owl &amp; Baby Echo)</li> <li>○ Large Letter Formation Grid with the line names</li> <li>○ Following verbalizations in making lines</li> <li>○ Pencil grip &amp; writing posture</li> <li>○ The meaning of the word ‘trace’</li> <li>○ Letter-Keyword-Sound &amp; Letter Formation for the letter t</li> </ul> </li>   <li>● <b>Unit 1 (approximately 60 days)</b> (RF 1a, RF 1b, RF 1c, RF 1d, RF 2a, RF 2b, RF 2c, RF 2d, RF 3a, RF 3b, RL 1, RL 2, RL 3, RL 4, RL 6, RL 7, RL 9, RL 10, RI 1, RI 3, RI 5, RI 6, RI 8, RI 10, W 2 - 3, SL 1a, SL 1b, SL 2, SL 4-6, L 1a, L 1d, L 1f, L 2a-2c)             <ul style="list-style-type: none"> <li>○ Letter-Keyword-Sound for consonants</li> <li>○ Letter-Keyword-Sound for short vowels</li> <li>○ Letter Formation for lowercase letters (a-z)</li> <li>○ Sound recognition: consonants and short vowels</li> <li>○ Print and word awareness</li> <li>○ Rhyming</li> <li>○ Phonemic awareness: initial and final sounds</li> <li>○ Story retelling</li> <li>○ Beginning composition skills</li> <li>○ Fluency/phrasing with echo and choral reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Unit 2 (approximately 30 days)</b> (RF 1a, RF 1b, RF 1c, RF 1d, RF 2a, RF 2c, RF 2d, RF 2e, RF 3a, RF 3b, RF 3d, RF 4, RL 1, RL 4, RL 6, RL 10, RI 1, RI 2, RI 5, RI 6, RI 10, W 2-3, SL 1a, SL 1b, SL 2, SL 4-6, L 1a, L 1f, L 2c)             <ul style="list-style-type: none"> <li>○ Phonemic awareness skills</li> <li>○ Blending and reading three-sound short vowel words</li> <li>○ Story prediction</li> <li>○ Alphabetical order</li> <li>○ Uppercase letter formation</li> <li>○ Sample words: <b>map, sad, rat</b></li> </ul> </li>   <li>● <b>Unit 3 (approximately 36 days)</b> (RF 1a, RF 1b, RF 1c, RF 1d, RF 2d, RF 2e, RF 3a, RF 3b, RF 3c, RF 3d, RF 4, RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RL 9, RL 10, RI 1, RI 3, RI 5, RI 6, RI 8, RI 10, W 1-3, SL 1a, SL 1b, SL 2, SL 4, SL 6, L 1a, L 1e, L 1f, L 2a, L 2c)             <ul style="list-style-type: none"> <li>○ Phonemic awareness skills: blending, segmenting, and manipulation of sounds</li> <li>○ Blending sounds in nonsense CVC words</li> <li>○ Segmenting and spelling three-sound short vowel words</li> <li>○ Distinguish long and short vowel sounds</li> <li>○ Narrative story form: character, setting, main events</li> <li>○ Fluency and phrasing with echo and choral reading</li> <li>○ Beginning composition skills</li> <li>○ High frequency words (<i>trick words - the, a, and, are, to, is, his, as, has, was</i>)</li> <li>○ Sample words: <b>cut, tap, wet</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Unit 4 (approximately 30 days)</b> (RF 1a, RF 1b, RF 1c, RF 1d, RF 2d, RF 3a, RF 3b, RF 3c, RF 4, RL 1, RL 2, RL 3, RL 5, RL 6, RL 7, RL 9, RL 10, RI 1, RI 2, RI 5-7, RI 10, W 2-3, SL 1a, SL 1b, SL 2, SL 4-6, L 1a, L 1e, L 1f, L 2a, L 2c )             <ul style="list-style-type: none"> <li>○ Phoneme segmentation</li> <li>○ Concept of consonant digraph, keywords and sounds: <i>wh, ch, sh, th, ck</i></li> <li>○ Decoding three-sound words with digraphs</li> <li>○ Spelling three-sound words with digraphs</li> <li>○ Spelling of <i>ck</i> at end of words</li> <li>○ Narrative story form: character, setting, main events</li> <li>○ Sample words: <b>bath, chop, thick</b></li> <li>○ High Frequency Words (<i>Trick words - we, she, he, be, me, I, you, they</i>)</li> </ul> </li>   <li>● <b>Unit 5 (approximately 36 days)</b> (RF 1a, RF 1b, RF 1c, RF 1d, RF 2d, RF 3a, RF 3b, RF 3c, RF 4, RL 1, RL 2, RL 3, RL 5, RL 6, RL 9, RL 10, RI 1-9, W 1-3, SL 1a, SL 1b, SL 2, SL 4, SL 6, L 1a, L 1b, L 1e, L 1f, L 2a - 2c )             <ul style="list-style-type: none"> <li>○ Sentence structure</li> <li>○ Sentence dictation</li> <li>○ Narrative fiction vs. informational books</li> <li>○ High frequency words (<i>trick words - or, for, of, have, from, by, my, do, one</i>)</li> </ul> </li> </ul>

\*NJSLS - L 4a, L 4b, L 5b-d are supported throughout Foundations activities

