

**Kindergarten Dual Language Yearly Pacing Guide for Literacy 23-24**

English LA					Spanish LA				
Standard/ Target	English	Tri 1	Tri 2	Tri 3	Standard/ Target	Spanish	Tri 1	Tri 2	Tri 3
<b>Foundational Skills</b>					<b>Foundational Skills</b>				
<b>Print Concepts</b>					<b>Conceptos de lo impreso</b>				
FS.K.1d	Recognize and name all upper and lowercase letters of the alphabet.	X							
<b>Phonological Awareness</b>					<b>Conciencia fonológica</b>				
FS.K.2d	Orally blend and segment the initial, medial, and final sounds (phonemes) in three-phonemes words (consonant-vowel-consonant, or CVC words; this does not include CVC words ending with /l/, /rl/, or /x/).	X	X		FS.K.2f	Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopá.	X	X	
					FS.K.2g	Separan y cuentan oralmente las sílabas de una palabra.	X	X	
<b>Phonics and Word Recognition</b>					<b>Fonética y reconocimiento de palabras</b>				
FS.K.3ab	Demonstrate basic knowledge of one to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.		X		FS.K.3a	Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante.	X	X	
FS.K.3c-2	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)- trimester 1 & 2 word lists.	X			FS.K.3b	Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales.	X	X	
FS.K.3c-3	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)- trimester 3 word list.			X	FS.K.3e	Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano: ma-má; pá-pa; ca-sa; si-lla; me-sa; ca-má; ga-to.	X	X	
FS.K.3d	Decode regularly spelled consonant-vowel-consonant (CVC) words.	X							
<b>Fluency/ Fluidez</b>					<b>Fluidez</b>				
FS.K.4	Read emergent-reader texts with purpose and understanding.			X	FS.K.4	Leen textos para lectores principiantes, con propósito y comprensión.			X
<b>Language</b>					<b>Language</b>				
<b>Conventions of Standard English</b>					<b>Normas y convenciones del español</b>				
L.K.1a	Print upper and lowercase letters.		X		L.K.1d	Comprenden y utilizan las palabras que denotan interrogación (ejemplo: quién, qué, dónde, cuándo, cómo y por qué).			X
L.K.1f-1	Orally produce and expand complete sentences in shared language activities.	X	X	X	L.K.1f-1	Oralmente producen y elaboran oraciones completas en actividades compartidas de lenguaje.	X	X	X
L.K.1f-2	Produce and expand complete sentences in shared writing activities.			X	L.K.1f-2	Producen y elaboran oraciones completas en actividades compartidas de lenguaje de forma escrita.			X
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			X	L.K.2d	Deletran fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.		X	X
<b>Vocabulary Acquisition and Use</b>					<b>Adquisición y uso de vocabulario</b>				
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	X	X	X	L.K.4	Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido académico de kindergarten.	X	X	X
<b>Literature</b>					<b>Literature</b>				
<b>Key Ideas and Details</b>					<b>Key Ideas and Details</b>				
Lit.K.2	With prompting and support, retell familiar stories, including key details.			X					
Lit.K.3	With prompting and support, identify characters, settings, and major events in a story.		X		Lit.K.3	Con sugerencias y apoyo identifica personajes, escenarios y eventos importantes en una historia.			X
<b>Informational Text</b>					<b>Informational Text</b>				
<b>Key Ideas and Details</b>					<b>Key Ideas and Details</b>				
					IT.K.1	Con sugerencias y apoyo, contestan preguntas sobre los detalles clave de un texto.		X	
IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			X	IT.K.2	Con sugerencias y apoyo, identifican el tema principal y recuentan los detalles clave de un texto.			X
<b>Writing</b>					<b>Writing</b>				
<b>Opinion Writing</b>					<b>Opinion Writing</b>				
OW.K.1a	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		X						
OW.K.1b	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reason to support their opinion.		X						
<b>Informative Writing</b>					<b>Informative Writing</b>				
IW.K.2a	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about.			X					
IW.K.2b	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they supply some information about the topic.			X					
<b>Narrative Writing</b>					<b>Narrative Writing</b>				
NW.K.3a	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and tell about the events in the order in which they occurred.			X					
NW.K.3b	Use a combination of drawing, dictating, and writing to narrate and provide a reaction to what happened.			X					