

Middlesex County Schools Curriculum Pacing Guide

Grade/Course

Kindergarten

School Year

2011 – 2012 1st Quarter

Time Frame	Unit/SOLs <u>All About Me/ The Farm</u>	SOL #	Strand English	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/Benchmark Tests)
9 weeks	K.1 The student will demonstrate growth in the use of oral language a) listen to a variety of literary forms, including stories and poems.	K.1 a	Oral Language	<ul style="list-style-type: none"> understand that oral language entertains and communicates information listen to texts read aloud and ask and answer questions for further understanding. 	October
	b) participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs and stories with repeated word order patterns.	K.1 b	Oral Language	<ul style="list-style-type: none"> participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. 	
	c) participate in oral generation of language experience narratives	K.1 c	Oral Language	<ul style="list-style-type: none"> generate ideas to develop a group language experience narrative. dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip). dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet). use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets). participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking. 	
9 weeks	K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies.	K.2 a	Oral Language	<ul style="list-style-type: none"> understand that word choice makes communication clearer 	October
	b) Use number words	K.2 b	Oral Language	<ul style="list-style-type: none"> understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction. 	
	c) Use words to describe/name people, places, and things.	K.2 c	Oral Language	<ul style="list-style-type: none"> use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction. 	
	d) Use words to describe/name location, size, color, and shape.	K.2 d	Oral Language	<ul style="list-style-type: none"> use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction. 	

	e) Use words to describe/name actions.	K.2 e	Oral Language	<ul style="list-style-type: none"> use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities. 	
	f) Ask about words not understood.	K.2 f	Oral Language	<ul style="list-style-type: none"> recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. 	
	g) Use vocabulary from other content areas.	K.2 g	Oral Language	<ul style="list-style-type: none"> use vocabulary from content areas during partner or group activities and during teacher-directed instruction. 	
Observed through the year in all subject areas.	K.3 The student will build oral communication skills a) Express ideas in complete sentences and express needs through direct requests.	K.3 a	Oral Language	<ul style="list-style-type: none"> speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. verbally express needs through direct requests. 	October
	b) Begin to initiate conversations.	K.3 b	Oral Language	<ul style="list-style-type: none"> participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). initiate conversations with peers and teachers in a variety of school settings. 	October
	g) Follow one- and two-step directions.	K.3 g	Oral Language	<ul style="list-style-type: none"> repeat and follow one- and two-step oral directions. 	
	h) Begin to ask how and why questions.	K.3 h	Oral Language	<ul style="list-style-type: none"> ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood. 	
9 weeks	K.5 The student will understand how print is organized and read. a) hold print materials in the correct position.	K.5 a	Reading	<ul style="list-style-type: none"> understand that all print materials in English follow similar patterns. hold printed material the correct way 	October
9 weeks	b) Identify the front cover, back cover and title page of a book.	K.5 b	Reading	<ul style="list-style-type: none"> identify the front and back covers of a book distinguish the title page from all the other pages in a book 	October

Middlesex County Schools Curriculum Pacing Guide

Grade/Course

Kindergarten

School Year 2011 – 2012

2nd Quarter

Time Frame	Unit/SOLs Long Ago: Past & Present English	SOL #	Strand English	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/Benchmark Tests)
9 weeks	K.2 The student will expand understanding and use of word meanings. b) Use number words.	K.2b	Oral Language	<ul style="list-style-type: none"> understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction. 	January 2010
9 weeks	K.3 The student will build oral communication skills. b) Begin to initiate conversations.	K.3b	Oral Language	<ul style="list-style-type: none"> listen attentively to others in a variety of formal and informal settings involving peers and adults. 	January 2010
	c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.	K.3c	Oral Language	<ul style="list-style-type: none"> participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). 	January 2010
	d) Listen and speak in informal conversations with peers and adults.	K.3d	Oral Language	<ul style="list-style-type: none"> initiate conversations with peers and teachers in a variety of school settings. 	January 2010
9 weeks	e) Participate in discussions about books and specific topics.	K.3e	Oral Language	<ul style="list-style-type: none"> participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics 	January 2010
9 weeks	f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.	K.3f	Oral Language	<ul style="list-style-type: none"> begin to use voice level, phrasing, and intonation appropriate for the language situation. match language to the purpose, situation, environment, and audience. 	January 2010

9 weeks	K.4 Identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words and syllables.	K.4a	Oral Language	<ul style="list-style-type: none"> focus on speech sounds. demonstrate the concept of word by segmenting spoken sentences into individual words. segment a word into individual syllables by clapping hands or snapping fingers. discriminate between large phonological units of running speech, sentences, words, and syllables 	January 2010
9 weeks	K.5 The student will understand how print is organized and read. c) Distinguish between print and pictures.	K.5c	Reading	<ul style="list-style-type: none"> distinguish print from pictures. 	January 2010
9 weeks	K.6 The student will demonstrate an understanding that print conveys meaning. b) Explain that printed materials provide information.	K.6b	Reading	<ul style="list-style-type: none"> apply knowledge that print conveys meaning. recognize and identify common signs, logos, and labels. explain that printed material provides information. read and explain their own drawings and writings. 	January 2010
9 weeks	K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet.	K.7a	Reading	<ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order match uppercase and lowercase letter pairs 	January 2010
	b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	K.7b	Reading	<ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. match uppercase and lowercase letter pairs. produce the usual sounds of consonants, short vowels and initial consonant digraphs. 	January 2010
	d) Identify beginning consonant sounds in single-syllable words.	K.7d	Reading	<ul style="list-style-type: none"> isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top). 	January 2010
9 weeks	K.9 The student will demonstrate comprehension of fictional texts. c) Use pictures to make predictions.	K.9c	Reading	<ul style="list-style-type: none"> make ongoing predictions based on illustrations and text. 	January 2010
9 weeks	K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing.	K.12a	Writing	<ul style="list-style-type: none"> distinguish print from pictures. 	January 2010

Middlesex County Schools Curriculum Pacing Guide

Grade/Course Kindergarten School Year 2009 – 2010 3rd Quarter

Time Frame	Unit/SOLs English	SOL #	Strand English	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/Benchmark Tests)
9 weeks	K.4 The student Identify, say, segment, and blend various units of speech sounds. b) Identify and produce words that rhyme.	K.4b	Oral Language	<ul style="list-style-type: none"> • focus on speech sounds • identify a word that rhymes with a spoken word • supply a word that rhymes with a spoken word • produce rhyming words and recognize pairs of rhyming words presented orally• identify words that rhyme • generate rhyming words based on a given rhyming pattern • supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines. 	April 2010
	c) Blend and segment multisyllabic words at the syllable level.	K.4c	Oral Language	<ul style="list-style-type: none"> • recognize that a word breaks down into individual phonemes • blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat.) • substitute the beginning consonant to make a new word • segment multisyllabic words into syllables. • break down a word into individual syllables by clapping 	
	d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	K.4d	Oral Language	<ul style="list-style-type: none"> • • segment one-syllable words into onset and rime • segment one-syllable words into sounds (phonemes) 	
	e) Identify words according to shared beginning and/or ending sounds.	K.4e	Oral Language	<ul style="list-style-type: none"> • recognize how phonemes sound when spoken in isolation • recognize similarities and differences in beginning and ending sounds (phonemes) of words • determine the order of speech sounds (phonemes) in a given word by answering the following questions: <ul style="list-style-type: none"> • What is the beginning sound you hear? • What is the ending sound you hear? • supply a word that has the same beginning or ending sound (phoneme) as a spoken word • identify pictures of objects whose names share the same beginning or ending sound (phoneme) 	

9 weeks	K.6 The student will demonstrate an understanding that print conveys meaning. a) Identify common signs and logos.	K.6a	Reading	<ul style="list-style-type: none"> • apply knowledge that print conveys meaning. • recognize and identify common signs, logos, and labels. 	April 2010
9 weeks	K.8 The student will expand vocabulary. a) Discuss meanings of words.	K.8a	Reading	<ul style="list-style-type: none"> • discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. • identify new meanings for familiar words and apply them accurately (e.g., knowing water as a drink and learning the verb water the flowers). • sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • use common adjectives to distinguish objects (e.g., the small red square; the shy white cat). (Students are not required to know the term adjective at this level.) 	April 2010
	b) Develop vocabulary by listening to a variety of texts read aloud.	K.8b	Reading	<ul style="list-style-type: none"> • ask and respond to questions about unknown words in a text. • identify real-life connections between words and their use (e.g., places that are loud). • use newly learned words in literacy tasks. 	
	K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does.	K.9a	Reading	<ul style="list-style-type: none"> • identify the roles of the author and the illustrator of selected texts. 	April 2010
	b) Relate previous experiences to what is read.	K.9b	Reading	<ul style="list-style-type: none"> • link knowledge from their own experiences to make sense of and talk about a text. 	
	d) Begin to ask and answer questions about what is read.	K.9d	Reading	<ul style="list-style-type: none"> • give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how. • ask and respond to simple questions about the content of a book. 	
9 weeks	K.11 The student will print print in manuscript. b) Print his/her first and last names.	K.11b	Writing	<ul style="list-style-type: none"> • use appropriate pencil grip. • print upper- and lower-case letters of the alphabet legibly and independently. • use manuscript letter formation. • use manuscript number formation. • form the letters of and space their first and last names. • write their first and last names for a variety of purposes. 	April 2010

9 weeks	K.12 The student will write to communicate ideas for a variety of purposes. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.	K.12b		<ul style="list-style-type: none">• write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).• write on assigned and/or self-selected topics.	April 2010
----------------	---	--------------	--	---	-------------------

Middlesex County Schools Curriculum Pacing Guide

Grade/Course Kindergarten School Year 2011 – 2012 4th Quarter

Time Frame	Unit/SOLs English	SOL #	Strand English	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e. Unit Tests/Benchmark Tests)
9 weeks	K.1 The student will demonstrate growth in the use of oral language e) Use complete sentences that include subject, verb, and object.	K.1e	Oral Language	<ul style="list-style-type: none"> use complete sentences that include subject, verb, and object when speaking. 	June 2010
9 weeks	K.5 The student will understand how print is organized and read. d) Follow words from left to right and from top to bottom on a printed page.	K.5d	Reading	<ul style="list-style-type: none"> follow text with a finger, pointing to each word as it is read from left to right and top to bottom locate words, letters, spaces, and lines of text 	June 2010
	e) Match voice with print: syllables, words, and phrases.	K.5e	Reading	<ul style="list-style-type: none"> match voice with print in syllables, words, and phrases locate periods, question marks, and exclamation points. 	
9 weeks	K.6 The student will demonstrate an understanding that print makes sense. c) Read and explain own writing and drawings.	K.6c	Reading	<ul style="list-style-type: none"> read and explain their own drawings and writings 	June 2010
	d) Read his/her name and read fifteen meaningful, concrete words.	K.6d	Reading	<ul style="list-style-type: none"> locate commonly used words and phrases in familiar text. recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) recognize and identify their own first and last names. 	
9 weeks	K.7 The student will develop an understanding of basic phonetic principles. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	K.7b	Reading	<ul style="list-style-type: none"> produce the usual sounds of consonants, short vowels and initial consonant digraphs. write the grapheme (letter) that represents a spoken sound 	June 2010
9 weeks	K.9 The student will demonstrate comprehension of fictional texts. e) Use story language in discussions and retellings.	K.9e	Reading	<ul style="list-style-type: none"> use vocabulary from a story in discussions and retellings. 	June 2010

	f) Retell familiar stories, using beginning, middle, and end.	K.9f	Reading	<ul style="list-style-type: none"> retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end). use words to sequence events (e.g., before, after, and next). produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud. 	
	g) Discuss characters, setting, and events.	K.9g	Reading	<ul style="list-style-type: none"> use descriptive language to talk about characters, settings, and events of a story. recognize various types of fictional texts (e.g., storybooks, poems). 	
9 weeks	K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions.	K.10a	Reading	<ul style="list-style-type: none"> make ongoing predictions based on graphics and text. relate pictures and illustrations to the text in which they appear. link knowledge from their own experiences to make sense of and talk about a text. identify the topic of a nonfiction selection. ask and respond to simple questions about the content of a book. 	June 2010
	b) Identify text features specific to the topic, such as titles, headings, and pictures.	K.10b	Reading	<ul style="list-style-type: none"> discuss simple facts and information relevant to the topic. identify text features including titles, headings and pictures in text. identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	
9 weeks	K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.	K.11 a	Writing	<ul style="list-style-type: none"> print upper- and lower-case letters of the alphabet legibly and independently. use manuscript letter formation. use manuscript number formation. capitalize the first word in a sentence and the pronoun I. 	June 2010
	b) Print his/her first and last names.	K.11 b	Writing	<ul style="list-style-type: none"> form the letters of and space their first and last names. write their first and last names for a variety of purposes. 	
9 weeks	K.12 The student will write to communicate ideas for a variety of purposes. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.	K.12	Writing	<ul style="list-style-type: none"> use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...). use writing, dictation, and drawing to narrate an event. generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. 	June 2010
	d) Write left to right and top to bottom.			<ul style="list-style-type: none"> write left to right and top to bottom. 	
9 weeks	K.13 The student will use available technology for reading and writing.	K.13	Writing	<ul style="list-style-type: none"> use available digital tools for reading and writing. ask and respond to questions about material presented through various media formats. share their writing with others. 	June 2010