

## Middlesex County Schools Curriculum Pacing Guide

Grade/Course

Kindergarten

School Year

2011 – 2012 1<sup>st</sup> 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	<b>K.1 The student will demonstrate growth in the use of oral language</b> a) listen to a variety of literary forms, including stories and poems.	K.1 a	Oral Language	<ul style="list-style-type: none"> <li>understand that oral language entertains and communicates information</li> <li>listen to texts read aloud and ask and answer questions for further understanding.</li> </ul>	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"> <li>participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.</li> </ul>	
	c) participate in oral generation of language experience narratives	K.1 c	Oral Language	<ul style="list-style-type: none"> <li>generate ideas to develop a group language experience narrative.</li> <li>dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip).</li> <li>dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet).</li> <li>use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets).</li> <li>participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.</li> </ul>	
9 weeks	<b>K.2 The student will expand understanding and use of word meanings.</b> a) Increase listening and speaking vocabularies.	K.2 a	Oral Language	<ul style="list-style-type: none"> <li>understand that word choice makes communication clearer</li> </ul>	October
	b) Use number words	K.2 b	Oral Language	<ul style="list-style-type: none"> <li>understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.</li> </ul>	
	c) Use words to describe/name people, places, and things.	K.2 c	Oral Language	<ul style="list-style-type: none"> <li>use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.</li> </ul>	
	d) Use words to describe/name location, size, color, and shape.	K.2 d	Oral Language	<ul style="list-style-type: none"> <li>use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.</li> </ul>	

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

**Middlesex County Schools Curriculum Pacing Guide**

Grade/Course

**Kindergarten**

School Year **2011 – 2012**

**2<sup>nd</sup> 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	<b>K.2 The student will expand understanding and use of word meanings. b) Use number words.</b>	K.2b	Oral Language	<ul style="list-style-type: none"> <li>understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.</li> </ul>	January 2010
9 weeks	<b>K.3 The student will build oral communication skills. b) Begin to initiate conversations.</b>	K.3b	Oral Language	<ul style="list-style-type: none"> <li>listen attentively to others in a variety of formal and informal settings involving peers and adults.</li> </ul>	January 2010
	<b>c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</b>	K.3c	Oral Language	<ul style="list-style-type: none"> <li>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).</li> </ul>	January 2010
	<b>d) Listen and speak in informal conversations with peers and adults.</b>	K.3d	Oral Language	<ul style="list-style-type: none"> <li>initiate conversations with peers and teachers in a variety of school settings.</li> </ul>	January 2010
9 weeks	<b>e) Participate in discussions about books and specific topics.</b>	K.3e	Oral Language	<ul style="list-style-type: none"> <li>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).</li> <li>listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics</li> </ul>	January 2010
9 weeks	<b>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</b>	K.3f	Oral Language	<ul style="list-style-type: none"> <li>begin to use voice level, phrasing, and intonation appropriate for the language situation.</li> <li>match language to the purpose, situation, environment, and audience.</li> </ul>	January 2010

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

# Middlesex County Schools Curriculum Pacing Guide

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

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

9 weeks	<b>K.6 The student will demonstrate an understanding that print conveys meaning.</b> a) Identify common signs and logos.	K.6a	Reading	<ul style="list-style-type: none"> <li>• apply knowledge that print conveys meaning.</li> <li>• recognize and identify common signs, logos, and labels.</li> </ul>	April 2010	
9 weeks	<b>K.8 The student will expand vocabulary.</b> a) Discuss meanings of words.	K.8a	Reading	<ul style="list-style-type: none"> <li>• discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.</li> <li>• identify new meanings for familiar words and apply them accurately (e.g., knowing water as a drink and learning the verb water the flowers).</li> <li>• sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• 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.)</li> </ul>	April 2010	
		b) Develop vocabulary by listening to a variety of texts read aloud.	K.8b	Reading		<ul style="list-style-type: none"> <li>• ask and respond to questions about unknown words in a text.</li> <li>• identify real-life connections between words and their use (e.g., places that are loud).</li> <li>• use newly learned words in literacy tasks.</li> </ul>
9 weeks	<b>K.9 The student will demonstrate comprehension of fictional texts.</b> a) Identify what an author does and what an illustrator does.	K.9a	Reading	<ul style="list-style-type: none"> <li>• identify the roles of the author and the illustrator of selected texts.</li> </ul>	April 2010	
		b) Relate previous experiences to what is read.	K.9b	Reading		<ul style="list-style-type: none"> <li>• link knowledge from their own experiences to make sense of and talk about a text.</li> </ul>
		d) Begin to ask and answer questions about what is read.	K.9d	Reading		<ul style="list-style-type: none"> <li>• give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.</li> <li>• ask and respond to simple questions about the content of a book.</li> </ul>
9 weeks	<b>K.11 The student will print print in manuscript.</b> b) Print his/her first and last names.	K.11b	Writing	<ul style="list-style-type: none"> <li>• use appropriate pencil grip.</li> <li>• print upper- and lower-case letters of the alphabet legibly and independently.</li> <li>• use manuscript letter formation.</li> <li>• use manuscript number formation.</li> <li>• form the letters of and space their first and last names.</li> <li>• write their first and last names for a variety of purposes.</li> </ul>	April 2010	

<b>9 weeks</b>	<b>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.</b>	<b>K.12b</b>		<ul style="list-style-type: none"><li>• write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).</li><li>• write on assigned and/or self-selected topics.</li></ul>	<b>April 2010</b>
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## Middlesex County Schools Curriculum Pacing Guide

Grade/Course Kindergarten School Year 2011 – 2012 4<sup>th</sup> 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"> <li>use complete sentences that include subject, verb, and object when speaking.</li> </ul>	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"> <li>follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>locate words, letters, spaces, and lines of text</li> </ul>	June 2010
	e) Match voice with print: syllables, words, and phrases.	K.5e	Reading	<ul style="list-style-type: none"> <li>match voice with print in syllables, words, and phrases</li> <li>locate periods, question marks, and exclamation points.</li> </ul>	
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"> <li>read and explain their own drawings and writings</li> </ul>	June 2010
	d) Read his/her name and read fifteen meaningful, concrete words.	K.6d	Reading	<ul style="list-style-type: none"> <li>locate commonly used words and phrases in familiar text.</li> <li>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.)</li> <li>recognize and identify their own first and last names.</li> </ul>	
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"> <li>produce the usual sounds of consonants, short vowels and initial consonant digraphs.</li> <li>write the grapheme (letter) that represents a spoken sound</li> </ul>	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"> <li>use vocabulary from a story in discussions and retellings.</li> </ul>	June 2010

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