

Nine Weeks 1

ACPS Kindergarten English Pacing Guide 2011-2012

Old Standards will be taught to mastery and will be SOL tested in 2011-2012. New Standards will be introduced and field tested in 2011-2012.

New standards will be fully implemented and SOL tested in 2012-2013.

New standards and essential knowledge which need to be taught is underlined and in green if you have a color copy.

All bold print SOLs should be taught so that each student will have mastered that particular SOL by the end of the nine week period.

Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <p>a) Listen to a variety of literary forms, including stories and poems.</p> <p>b) Participate in choral speaking <u>and echo speaking</u> and recite short poems, rhymes, songs, and stories with repeated patterns.</p> <p><u>c) Participate in oral generation of language experience narratives</u> & creative dramatics.</p> <p>d) Recognize rhyming words.</p> <p><u>e) Use complete sentences that include subject, verb, and object.</u></p> <p>f) Generate rhyming words in a rhyming pattern.</p> <p>K.2 <u>The student will expand understanding and use of word meaning.</u></p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use number words.</p> <p>c) Use words to describe/name people, places, and things.</p> <p>d) Use words to describe location, size, color, and shape.</p> <p>e) Use words to describe/name actions</p> <p><u>f) Ask about words not understood</u></p> <p><u>g) Use vocabulary from other content areas.</u></p>	<p>K.5 The student will understand how print is organized and read.</p> <p>a) Hold print materials in the correct position.</p> <p>b) Identify the front cover, back cover, and title page of a book.</p> <p>c) Follow words from left to right and from top to bottom on a printed page. (Turn pages appropriately and distinguish print from pictures).</p> <p>d) Match voice with print: syllables, words, and phrases.</p> <p>K.6 The student will demonstrate an understanding that print makes sense.</p> <p>a) Explain that printed materials provide information.</p> <p>b) Identify common signs and logos.</p> <p><u>c) Recognize a “selection” of high frequency and sight words. Recognize 15 concrete words.</u></p> <p>d) Read and explain own writing and drawings</p> <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the uppercase and lowercase letters of the alphabet.</p> <p><u>b) Match consonant, short vowel, and initial consonant diagraph sounds.</u> Match consonant and short vowel sounds to appropriate letters.</p> <p>c) Identify beginning consonant sounds in single-syllable words.</p>	<p>K.9 The student will print the uppercase and lowercase letters of the alphabet independently. (Use standard letter formation and appropriate pencil grip).</p> <p>K.10 The student will print his/her first and last names. (Use appropriate uppercase/lowercase letters and spacing).</p> <p>K.11 The student will write to communicate ideas. (Write daily).</p> <p>a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>b) Write left to right and top to bottom.</p>

<i>Nine Weeks 1 ACPS Kindergarten English Pacing Guide 2011-2012 (continued)</i>		
Oral Language	Reading	Writing
<p>K.3 The student will build oral communication skills.</p> <p>a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>b) Express ideas and needs in complete sentences.</p> <p>c) Begin to use voice level, phrasing, and intonation appropriate for language situation.</p> <p>d) Listen and speak in informal conversation with peers and adults.</p> <p>e) Begin to initiate conversations.</p> <p>f) Participate in discussions about books and specific topics.</p> <p>g) Follow one and two step directions.</p> <p>h) Begin to ask how and why questions.</p> <p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <p><u>a) Begin to discriminate between spoken sentences, words, and syllables.</u></p> <p>b) Identify and produce words that rhyme.</p> <p><u>c) Blend and segment multisyllabic words at the syllable level.</u> Blend sounds orally to make words or syllables.</p> <p><u>d) Segment one-syllable words into speech sound units including beginning phoneme(s) ((onset) and ending (rimes).</u></p> <p>e) Identify words according to shared beginning or ending sounds.</p> <p>f) Divide one-syllable words into sounds (phonemes).</p>	<p><u>K.8 The student will expand vocabulary.</u></p> <p><u>a) Discuss meanings of words.</u></p> <p><u>b) Develop vocabulary by listening to a variety of texts read aloud.</u></p> <p>K.9 The student will demonstrate comprehension of fiction.</p> <p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions about content.</p> <p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>e) Discuss characters, setting, and events.</p> <p>K.10 The student will demonstrate comprehension of nonfiction.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p><u>b) Identify text features specific to the topic, such as titles, headings, and pictures.</u></p>	<p>K.12 The student will explore the uses of available technology for reading and writing.</p>

Nine Weeks 2 ACPS Kindergarten English Pacing Guide 2011-2012

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Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <p>a) Listen to a variety of literary forms, including stories and poems.</p> <p>b) Participate in choral speaking <u>and echo speaking</u> and recite short poems, rhymes, songs, and stories with repeated patterns.</p> <p>c) <u>Participate in oral generation of language experience narratives and</u> creative dramatics.</p> <p>d) Recognize rhyming words.</p> <p>e) <u>Use complete sentences that include subject, verb, and object.</u></p> <p>f) Generate rhyming words in a rhyming pattern</p>	<p>K.5 The student will understand how print is organized and read.</p> <p>a) Hold print materials in the correct position.</p> <p>b) Identify the front cover, back cover, and title page of a book.</p> <p>c) Follow words from left to right and from top to bottom on a printed page. (Turn pages appropriately and distinguish print from pictures.)</p> <p>d) Match voice with print: syllables, words, and phrases.</p>	<p>K.9 The student will print the uppercase and lowercase letters of the alphabet independently. (Use standard letter formation and appropriate pencil grip)</p>
<p><u>K.2 The student will expand understanding and use of word meaning.</u></p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use number words.</p> <p>c) Use words to describe/name people, places, and things.</p> <p>d) Use words to describe location, size, color, and shape.</p> <p>e) Use words to describe/name actions</p> <p>f) <u>Ask about words not understood</u></p> <p>g) <u>Use vocabulary from other content areas.</u></p>	<p>K.6 The student will demonstrate an understanding that print makes sense.</p> <p>a) Explain that printed materials provide information.</p> <p>b) Identify common signs and logos.</p> <p>c) <u>Recognize a “selection” of high frequency and sight words. Recognize 15 concrete words.</u></p> <p>d) Read and explain own writing and drawings</p>	<p>K.10 The student will print his/her first and last names. (Use appropriate uppercase/lowercase letters and spacing)</p>

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Oral Language	Reading	Writing
<p>K.3 The student will build oral communication skills.</p> <p>a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>b) Express ideas and needs in complete sentences.</p> <p>c) Begin to use voice level, phrasing, and intonation appropriate for language situation.</p> <p>d) Listen and speak in informal conversation with peers and adults.</p> <p>e) Begin to initiate conversations.</p> <p>f) Participate in discussions about books and specific topics.</p> <p>g) Follow one and two step directions.</p> <p>h) Begin to ask how and why questions.</p> <p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <p><u>a) Begin to discriminate between spoken sentences, words, and syllables.</u></p> <p>b) Identify and produce words that rhyme.</p> <p><u>c) Blend and segment multisyllabic words at the syllable level.</u> Blend sounds orally to make words or syllables.</p> <p><u>d) Segment one-syllable words into speech sound units including beginning phoneme(s) ((onset) and ending (rimes).</u></p> <p>e) Identify words according to shared beginning or ending sounds.</p> <p>f) Divide one-syllable words into sounds (phonemes).</p>	<p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the uppercase and lowercase letters of the alphabet.</p> <p><u>b) Match consonant, short vowel, and initial consonant diagraph sounds.</u></p> <p>b) Match consonant and short vowel sounds to appropriate letters.</p> <p>c) Identify beginning consonant sounds in single-syllable words.</p> <p><u>K.8 The student will expand vocabulary.</u></p> <p><u>a) Discuss meanings of words.</u></p> <p><u>b) Develop vocabulary by listening to a variety of texts read aloud.</u></p> <p>K.9 The student will demonstrate comprehension of fiction.</p> <p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions about content.</p> <p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>e) Discuss characters, setting, and events.</p> <p>K.10 The student will demonstrate comprehension of nonfiction.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p><u>b) Identify text features specific to the topic, such as titles, headings, and pictures.</u></p>	<p>K.11 The student will write to communicate ideas. (Write daily)</p> <p>a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>b) Write left to right and top to bottom.</p> <p>K.12 The student will explore the uses of available technology for reading and writing.</p>

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<p>K.2 <u>The student will expand understanding and use of word meaning.</u></p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use number words.</p> <p>c) Use words to describe/name people, places, and things.</p> <p>d) Use words to describe location, size, color, and shape.</p> <p>e) Use words to describe/name actions</p> <p><u>f) Ask about words not understood</u></p> <p><u>g) Use vocabulary from other content areas.</u></p>	<p>K.6 The student will demonstrate an understanding that print makes sense.</p> <p>a) Explain that printed materials provide information.</p> <p>b) Identify common signs and logos.</p> <p><u>c) Recognize a “selection” of high frequency and sight words. Recognize 15 concrete words.</u></p> <p>d) Read and explain own writing and drawings</p>	<p>K.10 The student will print his/her first and last names. (Use appropriate uppercase/lowercase letters and spacing)</p>

*Nine Weeks 3 ACPS Kindergarten
English Pacing Guide 2011-2012 (continued)*

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<p>K.3 The student will build oral communication skills.</p> <p>a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>b) Express ideas and needs in complete sentences.</p> <p>c) Begin to use voice level, phrasing, and intonation appropriate for language situation.</p> <p>d) Listen and speak in informal conversation with peers and adults.</p> <p>e) Begin to initiate conversations.</p> <p>f) Participate in discussions about books and specific topics.</p> <p>g) Follow one and two step directions.</p> <p>h) Begin to ask how and why questions.</p> <p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <p>a) <u>Begin to discriminate between spoken sentences, words, and syllables.</u></p> <p>b) Identify and produce words that rhyme.</p> <p>c) <u>Blend and segment multisyllabic words at the syllable level.</u> Blend sounds orally to make words or syllables.</p> <p>d) <u>Segment one-syllable words into speech sound units including beginning phoneme(s) ((onset) and ending (rimes)).</u></p> <p>e) Identify words according to shared beginning or ending sounds.</p> <p>f) Divide one-syllable words into sounds (phonemes).</p>	<p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the uppercase and lowercase letters of the alphabet.</p> <p>b) <u>Match consonant, short vowel, and initial consonant diagraph sounds.</u></p> <p>b) Match consonant and short vowel sounds to appropriate letters.</p> <p>c) Identify beginning consonant sounds in single-syllable words.</p> <p><u>K.8 The student will expand vocabulary.</u></p> <p>a) <u>Discuss meanings of words.</u></p> <p>b) <u>Develop vocabulary by listening to a variety of texts read aloud.</u></p> <p>K.9 The student will demonstrate comprehension of fiction.</p> <p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions about content.</p> <p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>e) Discuss characters, setting, and events.</p> <p>K.10 The student will demonstrate comprehension of nonfiction.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p>b) <u>Identify text features specific to the topic, such as titles, headings, and pictures.</u></p>	<p>K.11 The student will write to communicate ideas. (Write daily)</p> <p>a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>b) Write left to right and top to bottom.</p> <p>K.12 The student will explore the uses of available technology for reading and writing.</p>

Nine Weeks 4

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<p>K.2 <u>The student will expand understanding and use of word meaning.</u></p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use number words.</p> <p>c) Use words to describe/name people, places, and things.</p> <p>d) Use words to describe location, size, color, and shape.</p> <p>e) Use words to describe/name actions</p> <p>f) <u>Ask about words not understood</u></p> <p>g) <u>Use vocabulary from other content areas.</u></p>	<p>K.6 The student will demonstrate an understanding that print makes sense.</p> <p>a) Explain that printed materials provide information.</p> <p>b) Identify common signs and logos.</p> <p>c) <u>Recognize a “selection” of high frequency and sight words. Recognize 15 concrete words.</u></p> <p>d) Read and explain own writing and drawings</p> <p>e) Retell information gathered from looking at a picture or from listening to a text read to them.</p>	<p>K.10 The student will print his/her first and last names. (Use appropriate uppercase/lowercase letters and spacing).</p>

<i>Nine Weeks 4 ACPS Kindergarten English Pacing Guide 2011-2012 (continued)</i>		
Oral Language	Reading	Writing
<p>K.3 The student will build oral communication skills.</p> <p>a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>b) Express ideas and needs in complete sentences.</p> <p>c) Begin to use voice level, phrasing, and intonation appropriate for language situation.</p> <p>d) Listen and speak in informal conversation with peers and adults.</p> <p>e) Begin to initiate conversations.</p> <p>f) Participate in discussions about books and specific topics.</p> <p>g) Follow one and two step directions.</p> <p>h) Begin to ask how and why questions.</p> <p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <p>a) <u>Begin to discriminate between spoken sentences, words, and syllables.</u></p> <p>b) Identify and produce words that rhyme.</p> <p>c) <u>Blend and segment multisyllabic words at the syllable level.</u> Blend sounds orally to make words or syllables.</p> <p>d) <u>Segment one-syllable words into speech sound units including beginning phoneme(s) ((onset) and ending (rimes)).</u></p> <p>e) Identify words according to shared beginning or ending sounds.</p> <p>f) Divide one-syllable words into sounds (phonemes).</p>	<p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the uppercase and lowercase letters of the alphabet.</p> <p>b) <u>Match consonant, short vowel, and initial consonant diagraph sounds.</u></p> <p>b) Match consonant and short vowel sounds to appropriate letters.</p> <p>c) <u>Identify beginning consonant sounds in single-syllable words.</u></p> <p>d) Match uppercase and lowercase letter pairs</p> <p>e) Blend onsets and rimes to form words</p> <p>f) Substitute other onsets to form different words.</p> <p><u>K.8 The student will expand vocabulary.</u></p> <p>a) <u>Discuss meanings of words.</u></p> <p>b) <u>Develop vocabulary by listening to a variety of texts read aloud.</u></p> <p>K.9 The student will demonstrate comprehension of fiction.</p> <p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions about content.</p> <p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>e) Discuss characters, setting, and events.</p> <p>K.10 The student will demonstrate comprehension of nonfiction.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p>b) <u>Identify text features specific to the topic, such as titles, headings, and pictures.</u></p>	<p>K.11 The student will write to communicate ideas. (Write daily).</p> <p>a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>b) Write left to right and top to bottom.</p> <p>K.12 The student will explore the uses of available technology for reading and writing.</p> <p>a) Use skill and practice software.</p> <p>b) Use word processing software.</p>