Language Arts Pacing Guide Kindergarten Level

2010-2011

Bay District Schools

"…every student will be successful."

Language Arts Pacing Guide
Bay District Schools

Purpose:

The Language Arts Pacing Guide has been designed to link the Next Generation Standards to the language arts curriculum with the intention of providing practitioners with a framework for teaching the new standards and a pace for accomplishing benchmark mastery via nine week intervals. Each school will need to look at their data in order to design an educational focus plan (pacing guide) relevant to the needs of their students.

Description:

The Language Arts Pacing Guide specifies the language arts content that will be covered during the nine-week instructional periods. The guide identifies Next Generation Standards/Benchmarks and serves as a framework; in addition, the pacing guide allows teachers to input information specific to their students' needs.

- **Column One** – Benchmark/Text Alignment
  Lists the specific Benchmark by number and states the Benchmark
- **Column Two** – Focus Skill(s)
- **Column Three** – Progress Monitoring / Assessment
  Provides teachers with myriad of assessment and monitory resources available
- **Column Four** – Open: Specific to Teacher/Grade/Subject/School
  Serves as a placeholder for teachers to add information that is specific to their school's needs or students' needs

Language Arts Pacing Guide Implementation:

The role of the teacher is to:

- Teach students the Next Generation Standards as dictated by state law for their grade level,
- Implement the Elementary/Secondary Reading Framework with fidelity,
- Enhance the curriculum by using resources and instructional technology, and
- Differentiate instruction as needs are identified by assessments/progress monitoring.
- Collaborate with the Literacy Leadership Team to maximize school resources and expertise,
- Document questions and suggestions for improvement of the Pacing Guide, and
- Visit the Florida Department of Education website and Just Read, Florida! website for current research-based information.

Contact Kathleen Fontaine for further information: fontakh@bay.k12.fl.us

Kindergarten Pacing Guide Correlated to the Language Arts Standards and Benchmarks

1st 9 Week Period			
Benchmark	**Reading Unit and Focus Skill**	**Progress Monitoring and Assessments**	**Teacher's Notes:**
LA.K.1.3.1 Identify initial, final, and medial phonemes (sounds) in consonant/vowel/ consonant (CVC). **LA.K.1.3.2** Blend and segment individual phonemes in simple, one-syllable words. **LA.K.1.4.1** Recognize and recall the one to one correspondence between most letters and sounds. **LA.K.1.4.2** Decode simple words in isolation and in context. **LA.K.1.6.4** Identify and sort common words into basic categories (e.g., colors, shapes, food, words). **LA.K.1.6.1** Use new vocabulary that is introduced and taught directly. **LA.K.1.6.6** Relate new vocabulary to prior knowledge.	Phoneme isolation, identity, categorization Letters /m/, /a/, /s/, /p/ Phoneme blending Letter sound correspondence /m/, /a/, /s/, /p/ Identify common words High Frequency Words: I, can, we, the, like, a Oral vocabulary Listening comprehension Identify setting, characters, main events, and retelling Retelling Make predictions Informational text Research and inquiry	• FLKRS ✓ ECHOS ✓ FAIR • Weekly Assessment • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Think Link (progress monitoring)	

LA.K.5.2.5 Communicate effectively when relating experience when retelling stories heard. **LA.K.5.2.1** Listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions). **LA.K.5.2.2** Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding. **LA.K. 5.2.3** Repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns). **LA.K.2.1.2** Retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting. **LA.K.2.2.1** Identify the purpose of non-fictional text. **LA.K.2.2.2** Retell important facts from a text heard or read.			

LA.K.2.2.3 Select non-fiction material to read for pleasure. **LA.K.2.1.1** Identify familiar literary forms (e.g. fairy tales, tall tales nursery rhymes, fables). **LA.K.1.7.1** Make predictions about text content using pictures, background knowledge, and text features (e.g., sub-heading, captions, illustrations). **LA.K.1.7.2** Use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction. **LA.K.1.7.3** Retell the main idea or essential message, identifying supporting details (e.g., who, what when, where, why, how), and arranging events in sequence. **LA.K.1.7.4** Identify the author's purpose as stated in the text.			

LA.K.6.1.1 The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems). **LA.K.6.2.1** Ask questions and recognize the library media specialist or teacher as an information source. **LA.K.6.2.2** Use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs billboards). **LA.K.6.2.4** Recognize that authors, illustrators, and composers create informational sources.			

Kindergarten Pacing Guide Correlated to the Language Arts Standards and Benchmarks

2nd 9 Week Period			
The 1st 9 week benchmarks are continued throughout this 9 week period. Only benchmarks new to this reporting period are added.			
Benchmark	**Reading Unit and Focus Skill**	**Progress Monitoring and Assessments**	**Teacher's Notes:**
LA.K.1.1.1 Locate a printed word on a page. **LA.K.1.1.2** Distinguish letters from words. **LA.K.1.1.3** Identify the separate sounds in a spoken sentence. **LA.K.1.1.4** Match print to speech. **LA.K.1.1.5** Identify parts of a book (e.g. front cover, back cover, title page). **LA.K.1.1.6** Move top to bottom and left to right on the printed page. **LA.K.1.1.7** Name all upper and lower case letters of the alphabet. **LA.K.1.2.1** Auditory segment sentences into the correct number of words. **LA.K.1.2.2** Identify, blend, and segment syllables in words.	Rhyme Phoneme isolation, identity, categorization Letters: /t/, /i/, /n/, /c/, /o/, /f/ Phoneme blending Letter sound correspondence /t/, /i/, /n/, /c/, /o/, /f/ Recite short songs Listening and speaking Listening comprehension Identify setting, characters, main events, plot and retelling Rhythmic patterns Alliteration Rhyme Make and confirm predictions Retell Sequence of events Summarize events Inferences	• FAIR • Weekly Assessment • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Think Link (progress monitoring)	

LA.K.1.2.3 Recognize and produce words that rhyme. **LA.K.1.2.4** Identify, blend, and segment onset and rhyme. **LA.K.1.3.1** Identify initial, final, and medial phonemes (sounds) in consonant/vowel /consonant (CVC). **LA.K.1.6.1** Use new vocabulary that is introduced and taught directly. **LA.K.1.6.2** Listen to and discuss both familiar and conceptually challenging text. **LA.K.1.6.3** Describe common objects and events in both general and specific language. **LA.K.1.6.5** Use language correctly to express spatial and temporal relationships (e.g., up/down, before/after). **LA.K.5.2.4** Recite short poems, rhymes, songs, and stories with repeated patterns.	High Frequency Words: see, go, to, have, is, play Gain information from print or visual media		

LA.K.5.2.6 Use complete sentences when speaking. **LA.K.2.1.3** Identify a regular beat and similarities of sound in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections. **LA.K.2.1.4** Select materials to read for pleasure. **LA.K.2.1.5** Participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the characters, setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection). **LA.K.6.3.1** Recognize print and non-print media. **LA.K.6.3.2** State the main idea after print media.			

Kindergarten Pacing Guide Correlated to the Language Arts Standards and Benchmarks

3rd 9 Week Period			
The 1st and 2nd 9 week period benchmarks are continued throughout this 9 week period. Only benchmarks new to this reporting period are added.			
Benchmark	**Reading Unit and Focus Skill**	**Progress Monitoring and Assessments**	**Teacher's Notes:**
LA.K.1.3.3 Manipulate individual phonemes in CVC words through addition, deletion, and substitution.	Rhyme Phoneme isolation, identity, categorization Letters /h/, /d/, /r/, /e/, /b/, /l/, /k/, /ck/, /u/ Letter sound correspondence /h/, /d/, /r/, /e/, /b/, /l/, /k/, /ck/, /u/ Oral grammar- Identify shape words, action words, sound words, words that compare High Frequency Words: are, for, you, this, do, and, what, little, said, here, was Oral vocabulary Position words Sequence words Recite short songs Listening and speaking Listening comprehension Identify setting, characters, main	• FAIR • Weekly Assessment • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Think Link (progress monitoring)	

	events, plot and retelling Rhythmic patterns Alliteration Rhyme Make and confirm predictions Retell Fantasy and Reality Sequence of events Summarize events Inferences Main idea and details Draw conclusions		

Kindergarten Pacing Guide Correlated to the Language Arts Standards and Benchmarks

4th 9 Week Period			
The 1st, 2nd, and 3rd 9 week period benchmarks are continued throughout this 9 week period. Use this 9 week period for review of the benchmarks covered previously.			
Benchmark	**Reading Unit and Focus Skill**	**Progress Monitoring and Assessments**	**Teacher's Notes:**
	Rhyme Phoneme isolation, identity, segmentation,, categorization Letters: /g/, /w/, /x/, /v/,/j/, /q/ Phoneme blending Phoneme substitution Letter sound correspondence /g/, /w/, /ks/x, /v/, /j/, /kw/qu Oral grammar- Identify shape words, action words, sound words, words that compare, opposites High Frequency Words: she, he, has, look, with, my, me, where Oral vocabulary- Position words, sequence words Recite short songs Listening and speaking Listening comprehension	• FAIR • Weekly Assessment • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Think Link (progress monitoring)	

	Identify setting, characters, main events, plot and retelling Rhythmic patterns Alliteration Rhyme Make and confirm predictions Retell Fantasy and Reality Sequence of events Summarize events Inferences Main Idea and details Draw conclusions		