

MCAS English/Language Arts Pacing Guide for Kindergarten

May 2010

To successfully complete Kindergarten the learner will:

- Follow/read words from left to right, from top to bottom, and page by page
- Match all consonant sounds to appropriate letters
- Tells beginning sounds, endings sounds, and blend/segment c-v-c words
- Recognize and name all capital and lowercase letters of alphabet
- Locate title and name of the author of the book
- Use newly learned words acquired through conversations, reading, and responding to texts (CC)
- Recites and produces rhyming words including word families
- Begin the awareness of long and short vowel sounds
- Read at least 50 high frequency words (see MCAS Kdg. list) including own first and last name
- Read emergent-reader texts with purpose and understanding (CC)
- Use the comprehension strategy of generating and responding to questions (who, what, when, where, why, and how)
- Distinguish fantasy from reality
- Retell (beginning, middle, end) familiar stories
- Identify characters, settings, or important events in a story
- Write capital and lowercase letters of the alphabet correctly and neatly
- Write using pictures, letters, and words for a specific audience and purpose
- Write phonetically spelled words and c-v-c words
- Write by moving from left to write and from top to bottom
- Recites short poems, rhymes, and songs
- Follow simple oral directions
- Share information and ideas, speaking in complete, coherent sentences

CC = National Common Core

Highlighted items are "Core Standard Indicators"

MCAS English/Language Arts Pacing Guide for Kindergarten

NOTE TO THE TEACHER:

- The quarter in which a standard is listed is when the standard is EMPHASIZED. It is assumed these standards will be taught throughout the school year.

Time-frame	Content/Performance Standard Indicators Addressed
First Quarter	<p>K.1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>K.1.6 Recognize and name all capital and lowercase letters of the alphabet.</p> <p>K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.</p> <p>K.1.14 Match all consonant sounds (<u>mad</u>, <u>red</u>, <u>pin</u>, <u>top</u>, <u>sun</u>) to appropriate letters.</p> <p>K.1.15 Read one-syllable and the MCAS high frequency words by sight.</p> <p>K.1.17 Read their own names.</p> <p>K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.</p> <p>K.2.1 Locate the title and the name of the author of a book.</p> <p>K.2.3 Generate and respond to questions (<u>who</u>, <u>what</u>, <u>where</u>, etc.)</p> <p>K.2.4 Identify types of everyday print materials.</p> <p>K.3.1 Distinguish fantasy from reality.</p> <p>K.4.1 Discuss ideas to include in a story.</p> <p>K.4.2 Tell a story that the teacher or some other person will write.</p> <p>K.4.3 Write using pictures, letters, and words.</p> <p>K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).</p> <p>K.4.5 Write by moving from left to right and from top to bottom.</p> <p>K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.</p> <p>K.7.1 Understand and follow one-and two-step spoken directions.</p> <p>K.7.2 Share information and ideas, speaking in complete, coherent sentences.</p> <p>K.7.4 Recite short poems, rhymes, and songs.</p> <p>CC Read emergent-reader texts with purpose and meaning.</p> <p>CC = National <u>C</u>ommon <u>C</u>ore</p> <p>Highlighted items are "Core Standard Indicators"</p>

Time-frame	Content/Performance Standards Addressed
Second	<p>K.1.4 Recognize that sentences in print are made up of separate words.</p> <p>K.1.5 Distinguish letters from words.</p> <p>K.1.9 & CC Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.</p> <p>K.1.11 & CC Listen to one-syllable words and tell the beginning or ending sounds.</p> <p>K.1.12 & CC Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.</p> <p>K.1.14 Match all consonant sounds (<u>ma</u>d, <u>re</u>d, <u>pi</u>n, <u>to</u>p, <u>su</u>n) to appropriate letters.</p> <p>K.1.15 Read one-syllable and the MCAS high frequency words by sight.</p> <p>K.1.21 Identify common signs and symbols.</p> <p>K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.</p> <p>K.2.1 Locate the title and the name of the author of a book.</p> <p>K.2.3 Generate and respond to questions (who, what, where).</p> <p>K.3.1 Distinguish fantasy from reality.</p> <p>K.4.1 Discuss ideas to include in a story.</p> <p>K.4.2 Tell a story that the teacher or some other person will write.</p> <p>K.4.3 Write using pictures, letters, and words.</p> <p>K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).</p> <p>K.4.5 Write by moving from left to right and from top to bottom.</p> <p>K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.</p> <p>K.7.1 Understand and follow one- and two-step spoken directions.</p> <p>CC Read emergent-reader texts with purpose and meaning.</p> <p>CC = National <u>C</u>ommon <u>C</u>ore</p> <p>Highlighted items are "Core Standard Indicators"</p>

Time-frame	Content/Performance Standard Indicators Addressed
Third Quarter	<p>K.1.4 Recognize that sentences in print are made up of separate words.</p> <p>K.1.5 Distinguish letters from words.</p> <p>K.1.7 & CC Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.</p> <p>K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.</p> <p>K.1.9 Listen to and say consonant-vowel-consonant sounds and blend consonant-vowel-consonant (cvc) sounds aloud to make words.</p> <p>K.1.10 Say rhyming words in response to an oral prompt.</p> <p>K.1.11 & CC Listen to one-syllable words and tell the beginning or ending sounds.</p> <p>K.1.12 & CC Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.</p> <p>K.1.14 Match all consonant sounds (<u>ma</u>d, <u>re</u>d, <u>pi</u>n, <u>to</u>p, <u>su</u>n) to appropriate letters.</p> <p>K.1.15 Read one-syllable and the MCAS high frequency words by sight.</p> <p>K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.</p>
	<p>K.1.16 Use self-correcting strategies when reading simple sentences.</p> <p>K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.</p> <p>K.1.20 Identify and sort common words in basic categories.</p> <p>K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.</p> <p>K.3.1 Distinguish fantasy from reality.</p> <p>K.3.2 Retell (beginning, middle, end) familiar stories.</p> <p>K.3.3 Identify characters, settings, and important events in a story.</p> <p>K.4.1 Discuss ideas to include in a story.</p> <p>K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).</p> <p>K.5.1 Draw pictures and write words for a specific reason.</p> <p>K.5.2 Draw pictures and write for specific people or persons.</p> <p>K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.</p> <p>K.7.1 Understand and follow one- and two-step spoken directions.</p> <p>K.7.2 Share information and ideas, speaking in complete, coherent sentences.</p> <p>K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.</p> <p>K.7.4 Recite short poems, rhymes, and songs.</p> <p>K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).</p> <p>CC Read emergent-reader texts with purpose and meaning</p> <p>CC = National <u>C</u>ommon <u>C</u>ore</p> <p>Highlighted items are "Core Standard Indicators"</p>

Time-frame	Content/Performance Standard Indicators Addressed
Four	<p>K.1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>K.1.4 Recognize that sentences in print are made up of separate words.</p> <p>K.1.5 Distinguish letters from words.</p> <p>K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.</p> <p>K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.</p> <p>K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.</p> <p>K.1.10 Say rhyming words in response to an oral prompt.</p> <p>K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.</p> <p>K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.</p> <p>K.1.13 Count the number of syllables in words.</p> <p>K1.14 Match all consonant sounds to appropriate letters.</p> <p>K.1.15 Read one-syllable and MCAS high-frequency words by site.</p> <p>K.1.16 Use self-correcting strategies when reading simple sentences.</p> <p>K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.</p> <p>K.1.19 Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.</p> <p>K.1.22 & CC Listen to stories read aloud and use the vocabulary in those stories in oral language.</p> <p>K.2.1.A1 Locate age-and-content-appropriate information online with the aid of a teacher or educator.</p> <p>K.2.2 Use picture clues and context clues to aid comprehension and to draw conclusions or make predictions about story content.</p> <p>K.2.3 Generate and respond to questions (who, what, where).</p> <p>K.3.1 Distinguish fantasy from reality.</p> <p>K.3.2 Retell (beginning, middle, end) familiar stories.</p> <p>K.3.3 Identify characters, settings, and important events in a story.</p> <p>K.4.1 Discuss ideas to include in a story.</p> <p>K.4.3 Write using pictures, letters, and words.</p> <p>K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).</p> <p>K.4.5 Write by moving from left to right and from top to bottom.</p> <p>K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).</p> <p>K.4.8 Organize and classify information into categories of how and why or by color or size (introduce forms of pre-writing).</p>

Fourth Quarter

- K.5.1 Draw pictures and write words for a specific reason.
- K.5.2 Draw pictures and write for specific people or persons.
- K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
- K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
- K.7.1 Understand and follow one- and two-step spoken directions.
- K.7.2 Share information and ideas, speaking in complete, coherent sentences.
- K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.
- K.7.4 Recite short poems, rhymes, and songs.
- K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).

CC Read emergent-reader texts with purpose and meaning.

Highlighted items are "Core Standard Indicators"

Language Arts Core Standards – Details: Kindergarten

May 2010

To successfully complete Kindergarten the learner will

Core Standard 1: Word Recognition, Fluency, and Vocabulary Development

- Recognize and name capital and lowercase letters of the alphabet.
- Distinguish sounds in orally stated words and manipulate and blend sounds to make new words (including rhyming words).
- Discriminate between letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).

Essential Question:

- *How do understanding letters and sounds help me become a reader?*

K.1.15 Read one-syllable and MCAS high-frequency (often-heard) words by sight.

K.1.5 Distinguish letters from words.

K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.

K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.

K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.

K.1.10 Say rhyming words in response to an oral prompt.

K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.

K.1.14 Match all consonant sounds (*mad*, *red*, *pin*, *top*, *sun*) to appropriate letters.

K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.

K.1.2 Follow words from left to right and from top to bottom on the printed page.

K.1.3 Understand that printed materials provide information.

K.1.4 Recognize that sentences in print are made up of separate words.

K.1.5 Distinguish letters from words.

K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in words.

K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.

K.1.17 Read their own names.

LEARNING TARGETS		
Concepts: Need to Know (Declarative Knowledge)		Skills: Be Able to Do (Procedural Knowledge)
K.1.15, K.1.17 <ul style="list-style-type: none"> High Frequency words Names 		K.1.15 <ul style="list-style-type: none"> Read words and name by sight
K.1.2, K.1.3 <ul style="list-style-type: none"> Reading Conventions 		K.1.2, K.1.3 <ul style="list-style-type: none"> Read using conventions for direction (left to right, top to bottom) Understand that printed materials provide information
K.1.4,K.1.5,K.1.6 <ul style="list-style-type: none"> Capital and lower case letters letters from words words from sentences 		K.1.4,K.1.5,K.1.6 <ul style="list-style-type: none"> Distinguish capital from lower case letters Sorts letters from words Recognize that sentences in print are made up of separate words
K.1.7, K.1.14 <ul style="list-style-type: none"> Two and three phonemes Consonant sounds 		K.1.7, K.1.14 <ul style="list-style-type: none"> Match the sound to the appropriate letter Tell the number of sounds heard, whether they are the same or different and the order
K.1.8, K.1.9, K.1.10, K.1.11, K.1.18 <ul style="list-style-type: none"> Changes in spoken syllables and words with two or three sounds Consonant-Vowel-Consonant Sounds and Blend Rhyming words One syllable words Alphabetic principle 		K.1.8, K.1.9, K.1.10, K.1.11, K.1.18 <ul style="list-style-type: none"> Listen and produce the new word when letter order is manipulated, substituted, omitted, moved or repeated Understand that as letters and words change, so do the sounds
Key Vocabulary		
Title	Alphabet	Vowel
Capital	Syllables	Rhyme, rhyming
Lowercase	Consonant	Category

Core Standard 2: Informational Text: Structure, Comprehension, and Analysis

- Find the title and author of a text.
- Use pictures and text to draw conclusions and answer who, what, and where questions.

Essential Question:

- *How will using pictures and text help me understand and answer questions?*

K.1.20 Identify and sort common words in basic categories.

K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.

K.2.1 Locate the title and the name of the author of a book.

K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.

K.2.3 Generate and respond to questions (*who, what, where*)

LEARNING TARGETS

Concepts: Need to Know (Declarative Knowledge)

K.1.20, K.1.22, K.2.1, K.2.2, K.2.3

- Title
- Author
- Predictions
- Conclusions
- Basic categories

Skills: Be Able to Do (Procedural Knowledge)

K.1.20, K.1.22, K.2.1, K.2.2, K.2.3

- Locate title and author's name
- Generate and respond to questions in discussion
- Make predictions or conclusions about stories
- Identify and sort common words in basic categories

Key Vocabulary

- First, second, last (order)
- Author

Core Standard 3: Literary Text: Comprehension and Analysis

- Retell familiar stories correctly using vocabulary words and story elements (e.g., setting, characters, and main events).
- Distinguish fantasy from reality.

Essential Question:

- *How will understanding elements of a story help me become a reader?*

K.3.3 Identify characters, settings, and important events in a story.

K.3.2 Retell familiar stories.

K.3.5 Understand what is heard or seen by responding to questions (who, what, where).

K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.

K.3.1 Distinguish fantasy from reality.

LEARNING TARGETS

Concepts: Need to Know (Declarative Knowledge)

K.1.22, K.3.2, K.3.3, K.3.5

- Characters, setting, and important events
- Beginning, middle end of story
- Who, what, when, where, why, and how

K.3.1

Fantasy/Reality

Skills: Be Able to Do (Procedural Knowledge)

K.1.22, K.3.2, K.3.3, K.3.5

- Identify characters, setting and important events.
- Compare events to determine importance.
- Identify beginning, middle and end of story.
- Arrange story board to retell familiar stories.
- Restate ideas and details from story when asked who, what, when, where, why and how.
- Apply prior knowledge from stories and personal events to answer questions and increase vocabulary development.

K.3.1

- Use identified details to explain when a story is fantasy or reality.
- Identify traits common to fantasy and common to reality.

Key Vocabulary

- Beginning, middle, end
- Fantasy
- Reality
- Characters
- Setting

Core Standards 4 and 5: Writing: Informational, Research, and Persuasive Texts and Writing: Literary Text

- Demonstrate that writing has meaning by using pictures, letters, and words to convey ideas.
- Write for a specific audience and purpose.

Essential Question:

- *How will being a writer help share my ideas?*

K.4.1	Discuss ideas to include in a story
K.4.2	Tell a story that the teacher or some other person will write.
K.4.6	Ask how and why questions about a topic of interest.
K.4.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).
K.4.8	Organize and classify information into categories of how and why or by color or size.
K.4.3	Write using pictures, letters, and words.
K.4.4	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
K.4.5	Write by moving from left to right and from top to bottom.
K.5.1	Draw pictures and write words for a specific reason.
K.5.2	Draw pictures and write for specific people or persons.
K.6.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

LEARNING TARGETS

Concepts: <u>Need to Know</u> (Declarative Knowledge)	Skills: <u>Be Able to Do</u> (Procedural Knowledge)
K.4.1, K.4.2, K.4.6, K.4.7, K.4.8 <ul style="list-style-type: none"> • Categories • Sources of information: pictures and charts 	K.4.1, K.4.2, K.4.6, K.4.7, K.4.8 <ul style="list-style-type: none"> • Identify sources for stories about a given topic. • Classify common object and information into like categories. • Make a list of ideas and generate related details for each, using prior knowledge and personal experiences.
K.4.3, K.4.4, K.4.5, K.5.1, K.5.2, K.6.2 <ul style="list-style-type: none"> • Pictures, letters, and phonetically spelled words, and consonant-vowel-consonant words • Left to write; top to bottom • "Writing" for a specific reason or audience 	K.4.3, K.4.4, K.4.5, K.5.1, K.5.2, K.6.2 <ul style="list-style-type: none"> • Draw pictures, letters, and words to convey ideas. • Tell ("read") one's written story to teacher or another student. • Produce stories that reflect understanding of sound and letter association, as well as concepts about print.

Core Standard 6: English Language Conventions

- Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
- Spell independently using the sounds of letters of the alphabet.

Essential Questions:

- *How will knowing the correct formation of letters help others understand my handwriting?*
- *How does knowing letter sounds make me a good speller?*

K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

K.1.5 Distinguish letters from words.

K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing letters.

LEARNING TARGETS

Concepts: Need to Know (Declarative Knowledge)

K.1.6, K.1.5, K.6.2

Capitals and lowercase letters

Letters from words

Letter names

Letter sound correspondence

K.6.1

Capital and lower case letters

Letter shapes and spacing

Skills: Be Able to Do (Procedural Knowledge)

K.1.6, K.1.5, K.6.2

- Recognize and match capital and lowercase letters.
- Write capital and lowercase letters of the alphabet, correctly shaping and spacing letters.
- Demonstrate that writing has meaning by using pictures, letters and words to convey ideas.
- Spell independently by using letter sounds.
- Use sounds of the alphabet letters to spell independently.

K.6.1

- Write capital and lowercase letters of the alphabet, correctly shaping and spacing letters

Core Standard 7: Listening and Speaking

- Follow simple oral directions, share information and ideas in complete sentences, recite short pieces, and respond to questions with clear and coherent statements.

Essential Question:

- How does listening and speaking clearly help me communicate with others?*

K.7.1 Understand and follow one and two-step spoken directions.	
K.7.2 Share information and ideas, speaking in complete, coherent sentences.	
K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.	
K.7.4 Recite short poems, rhymes, and songs.	
K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).	
LEARNING TARGETS	
Concepts: Need to Know (Declarative Knowledge)	Skills: Be Able to Do (Procedural Knowledge)
K.7.1 One and two step spoken directions K.7.2, K.7.3, K.7.4, K.7.5 People, places, things, and ideas Poems, rhymes, and songs Sequence: First, second...last	K.7.1 <ul style="list-style-type: none"> Restate or paraphrase one and two step directions. Accurately follow one and two step directions. K.7.2, K.7.3, K.7.4, K.7.5 <ul style="list-style-type: none"> Recite poems and/or tell stories, putting story elements and facts in logical order Use descriptive words to enhance story telling. Maintain focus on topic while using complete sentences.
Key Vocabulary	
<ul style="list-style-type: none"> Directions Poem 	

English Language Arts Teaching Models and Tools

- Making Meaning Comprehension Curriculum*
- Harcourt Reading Collections and resources*
- Daily 5 and/or Four Blocks Resources*
- Foundations*
- Write Source & Being a Writer*