

Instructional Guide

Grade Level Kindergarten

Subject English Language Arts

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)		Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st six weeks continued through-out the year		K.1.a. Exhibit phonemic awareness by identifying phonemes.	SF found throughout the units 1-6, practice books Additional resources: *Frog Street Press * various phonemic awareness videos, such as Leapfrog *various CD's, such as Dr. Jean * Mailbox and Teacher's Helper magazine Intervention		

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1 st six weeks continued through-out the year		K.1.b. Exhibit phonemic awareness by categorizing phonemes.	SF found throughout the units 1-6, practice books Additional resources: *Frog Street Press * various phonemic awareness videos, such as Leapfrog *various CD's, such as Dr. Jean * Mailbox and Teacher's Helper magazine Intervention		

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1 st six weeks continued throughout the year		K.1.c. Exhibit phonemic awareness by orally blending phonemes into one-syllable words.	SF found throughout the units 1-6, practice books Additional resources: *Frog Street Press * various phonemic awareness videos, such as Leapfrog *various CD's, such as Dr. Jean * Mailbox and Teacher's Helper magazine Intervention		

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1 st six weeks continued through-out the year		K.1.d. Exhibit phonemic awareness by segmenting one-syllable words into phonemes.	SF found throughout the units 1-6, practice books Additional resources: Elkonin boxes *Frog Street Press * various phonemic awareness videos, such as Leapfrog *various CD's, such as Dr. Jean * Mailbox and Teacher's Helper magazine Dibels Progress Mon. Intervention		

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1 st six weeks continued through-out the year		K.1.e. Exhibit phonemic awareness by rhyming.	SF found throughout the units 1-6, practice books Additional resources: *various CD's, such as Dr. Jean *Lakeshore hands on rhyming games * Mailbox and Teacher's Helper magazine Intervention		

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1 st six weeks continued through-out the year		K.2.a Demonstrate letter-sound association by matching letters to a corresponding spoken sound using printed materials.	SF found throughout the units 1-6, practice books Additional resources: *various CD's *Lakeshore hands on letter-sound games * Mailbox and Teacher's Helper magazine Intervention		
1 st six weeks continued through-out the year		K.2.b. Demonstrate letter-sound association by blending letter sounds into one-syllable words using printed materials. Example: Initial consonant sounds, final consonant sounds, medial short vowel sounds	SF found throughout the units 1-6, practice books Additional resources: *various CD's *Elkonin boxes *journals *various videos, such as Leapfrog *Lakeshore hands on letter sound games * Mailbox and Teacher's Helper magazine Intervention		

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1 st six weeks continued through-out the year		K.3.a. Identify upper- and lowercase letters	SF found throughout the units 1-6, practice books Additional resources: *various CD's, such as Dr. Jean *alphabet rainbows *various videos, such as Leapfrog *Lakeshore hands on letter games * Mailbox and Teacher's Helper magazine Intervention		

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1 st six weeks continued throughout the year		K.4.b. Use words that represent real-life objects and actions. Examples: Using words that describe location, size, color, and shape K.4.B.3 Recognizing kindergarten high-frequency words in print Examples: Dolch word lists, basal reader word lists	SF found throughout the units 1-6, practice books, daily review of amazing words and high frequency words by the use of SF charts and songs Concept webs Additional resources: *flashcards *listening center *big books * Intervention		

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1 st six weeks continued throughout the year		K.5.a. Demonstrate listening comprehension of passages by retelling stories K.5.B.1 Recalling information Examples: characters, setting, details, main ideas, and beginning and ending of story K.5.B.2 Making predictions to determine main idea or anticipate an ending K.5.B.3 Responding to stories, asking questions, discussing ideas, and relating events to daily life K.5.B.4 Identifying correct sequence of events after listening to a story	SF found throughout the units 1-6, practice books, Read Aloud Anthology, weekly reading stories, sequence retelling cards Additional resources: *story props *listening center *big books *reader's theatre *Resource Room * Intervention		

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1 st six weeks continued throughout the year		K.5.b. Demonstrate listening comprehension of passages by answering questions K.5.B.1 Recalling information Examples: characters, setting, details, main ideas, and beginning and ending of story	SF found throughout the units 1-6, practice books, Read Aloud Anthology, weekly reading stories, sequence retelling cards Additional resources: *story props *listening center *big books *reader's theatre *Resource Room *Active Participation * Intervention		
1 st six weeks continued throughout the year		K.6.a Identify various forms of narrative texts including nursery rhymes K.6.B.1 Naming characters and settings in books and stories K.6.B.2 Identifying the author and title of a text	SF found throughout the units 1-6, practice books, weekly reading stories, Read Aloud Antholgy Additional resources: *story prop/listening cen. *big books/Resource Rm *reader's theatre *author's study *CD's, such as Dr. Jean * Intervention		

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1 st six weeks continued throughout the year		K.6.b Identify various forms of narrative texts including poetry K.6.B.1 Naming characters and settings in books and stories K.6.B.2 Identifying the author and title of a text	SF found throughout the units 1-6, practice books, Read Aloud Anthology, weekly reading stories, sequence retelling cards Additional resources: *listening center *big books *charts *ELMO- (project poems on board for whole group lesson) *Resource Room * Intervention		
1 st six weeks continued throughout the year		K.6.c Identify various forms of narrative texts including stories K.6.B.1 Naming characters and settings in books and stories K.6.B.2 Identifying the author and title of a text	SF found throughout the units 1-6, practice books, Read Alouds, weekly reading stories, sequence retelling cards Additional resources: *story props/listening cen *big books *reader's theatre *Resource Room *Intervention		

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1 st six weeks continued throughout the year		K.7.a Recognize basic features of informational text. Examples: pictures, photographs, captions, facts	SF found throughout the units 1-6, practice books, Read Aloud Anthology, weekly reading stories Additional resources: *magazines/newspapers *non-fiction books *informational web-sites Such as National Geo. *Resource Room * Intervention		
1 st six weeks continued throughout the year		K.8.a Use brainstorming as an element of prewriting in the writing process Examples: graphic organizers, storyboards, peer group discussions K.8.B.1 Drafting by stringing letters together to express thought K.8.B.3 Using an approximate spelling while editing K.8.B.5 Using basic punctuation Examples: period, question mark, exclamation point	SF found throughout the units 1-6, daily fix it sentence Additional resources: *turn to talk *journals *graphic organizers *class book *story starter * Intervention		

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1 st six weeks continued throughout the year		K.8.b Use drawing as an element of prewriting in the writing process K.8.B.1 Drafting by stringing letters together to express thought K.8.B.4 Publishing though reading or displaying work K.8.B.5 Using basic punctuation Examples: period, question mark, exclamation point	SF found throughout the units 1-6, daily fix it sentence Additional resources: *journals *graphic organizers *dictation *class book *writing/drawing center * Intervention		
1 st six weeks continued throughout the year		K.8.c Use discussion as an element of prewriting in the writing process K.8.B.2 Revising group or modeled story K.8.B.4 Publishing though reading or displaying work K.8.B.5 Using basic punctuation Examples: period, question mark, exclamation point	SF found throughout the units 1-6, daily fix it sentence Additional resources: *turn to talk *journals *graphic organizers *class book *story starter * Intervention		

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1 st six weeks continued throughout the year		K.9.a Print upper- and lower-case letters using proper formation K.9.B.1 Using correct hand position when holding writing instrument	SF found throughout the units 1-6, daily fix it sentence Additional resources: *daily news *dictation *journals *Tampa Reads web site *Amazing Handwriting web site * Intervention		

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1 st six weeks continued throughout the year		K.9.b Print upper- and lower-case letters using proper spacing	SF found throughout the units 1-6, daily fix it sentence Additional resources: *daily news *dictation *journals *Tampa Reads web site *Amazing Handwriting web site *line spacer (such as, popsicle stick) * Intervention		

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1 st six weeks continued throughout the year		K.9.c Print upper- and lower-case letters using letter-line placement K.9.B.1 Using correct hand position when holding writing instrument	SF found throughout the units 1-6, daily fix it sentence Additional resources: *daily news *dictation *journals *Tampa Reads web site *Amazing Handwriting web site *color coded lined writing paper * Intervention		

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1 st six weeks continued throughout the year		K.10.a Use print and nonprint classroom resources to acquire information Examples: nonfiction books, videos, personal videos, Web-based sources, environmental print K.10.B.1 Identifying parts of a book K.10.B. 2 Using simple charts, maps, and graphs to gain basic information	SF found throughout the units 1-6, charts and graphs Additional resources: *environmental print *Saxon math lessons on graphing *magazines and newspapers *classroom maps *literacy center *Resource Room * Intervention		

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1 st six weeks continued throughout the year		K.11.a Follow one- and two- part oral directions K.11.B.1 Responding to various types of literature read aloud Examples: drawing a picture, composing a song, participating in a discussion K.11.B.2 Looking at the speaker without interrupting K.11.B.3 Listening for meaning in oral communication	SF found throughout the units 1-6, practice books Additional resources: *group discussions *illustrating a picture *reading station directions *educational game directions *Literacy Centers * Intervention		

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1 st six weeks continued throughout the year		K.12.a Select appropriate voice level when interacting with others. Examples: whispering in the library, cheering loudly in the gym K.12.B.1 Using appropriate grammar and word choice for a specific audience K.12.B.2 Reciting short poems, rhymes, songs, and stories with repeated patterns K.12.B.3 Demonstrating the ability to take turns in a conversation K.12.B.4 Making connections to stories read aloud Examples: text-to-self, text-to-text, text-to-world	Not in Text – use Modeled through shared reading & read alouds additional Resources: *turn to talk *classroom procedures *assemblies *transitions *library time *peer tutoring *Resource Room		