Roosevelt School District
Federal Programs Department

English Language Proficiency Standards Pacing Guide
ELL Stage I: Kindergarten

Quarter 1
9 weeks

Listening (22%)	Speaking (22%)	Reading (28%)			Writing (28%)		Language Strand						
Comprehension S1 - 100%	Delivery S2 - 71%	Print Concepts S1	PA/Decoding S2	Comprehend Text S3 - 50%	Conventions S2 - 67%	Proc./Elem./ Research S3 - 0%	Adjectives	Nouns	Verbs	Interjections	Phrase & Clause	Sentence Construc.	Vocabulary S2
		50%					S1						
LI-1: distinguishing between similar sounding phrases dictated by the teacher. Methodology - Language Warm-Ups	LI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation. Methodology - Language Warm-Ups	LI-2: recognizing that words are represented by a sequence of letters.	LI-1: segmenting one-syllable words into its phonemes, with instructional support.	LI-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support. Methodology - Vocabulary Frames	LI-1: writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet. Methodology - Language Warm-Ups	LI-1: generating ideas through class discussion by drawing pictures in graphic organizers. (e.g., storyboard)	LI-1: using color/shape/ quantity/size adjectives with nouns.	LI-1: selecting articles (e.g., a, an, the) for singular and plural nouns. Methodology - Concept Charts *Refer to The Grammar Guide book.*	LI-2: using the present tense of the verb "to be" (e.g., am, is, are) with instructional support. Methodology - Verb Tense Study *For Preview charts, refer to The Grammar Guide book.*	LI-1: using interjections in appropriate context.	LI-1: using a noun phrase in sentence frames.	LI-1: selecting a subject (singular or plural) to complete a given sentence with instructional support.	LI-1: naming and sorting common objects and pictures into self-selected categories with instructional support. Methodology - Vocab. Frames
LI-2: counting the number of words said in complete sentences dictated by the teacher. Methodology - Language Warm-Ups	LI-2: producing individual phonemes of his or her name and the names of others using accurate articulation.	LI-3: recognizing common print conventions. (e.g., periods, question marks, capital letters and quotation marks).	LI-2: orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.	LI-2: making and confirming predictions based on the title, cover illustrations, and text with instructional support.	LI-2: applying letter-sound relationships to write beginning and ending sounds of simple words.		Syntax Rule # 2	LI-2: sorting common nouns (singular and plural) and singular proper nouns.	Syntax Rule # 3		LI-2: using a joined noun phrase in sentence frames.	Syntax Rule # 1	
	LI-3: producing initial and final sounds of words using accurate articulation.		LI-5: matching and naming upper case and lower case letters with different fonts.	LI-12: interpreting signs, labels, symbols, and captions within the environment. Methodology - Vocabulary Frames	LI-4: using capital letters to write student's own name with instructional support.				LI-7: using imperative verbs. (e.g., Open the door. Close the book.)			LI-2: forming a sentence using given subjects and verbs (S-V).	
	LI-9: naming and describing objects, people, and events.		LI-6: producing letter sounds represented by the single lettered consonants. Methodology - Language Warm-Ups		LI-7: using left to right directionality in writing with instructional support.							LI-6: forming an S-V-C constructed sentence with a given adjective as the complement.	

* Percentages are presented according to ADE's AZELLA Blueprint Document
* Low Intermediate performance indicators are used. Scaffolding back or to High Intermediate PI is recommended based on student's prof. level.

Revised 7/01/2014

Roosevelt School District
Federal Programs Department

English Language Proficiency Standards Pacing Guide
ELL Stage I: Kindergarten

Quarter 2
10 weeks

Listening (22%)	Speaking (22%)	Reading (28%)			Writing (28%)			Language Strand						
Comprehension S1 - 100%	Delivery S2 - 71%	Print Concepts S1	PA/Decoding S2	Comprehend Text S3 - 50%	Applications S1 - 33%	Conventions S2 - 67%	Proc./Elem./ Research S3 - 0%	Pronouns	Verbs	Prepositions	Phrase and Clause	Sentence Construc.	Questions	Vocabulary S2
		50%						S1						
LI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences. Methodology - TextCavation	LI-4: producing and blending the initial, medial, and final sounds of CVC words using accurate articulation & pronunciation with instructional support.	LI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.	LI-3: blending initial, medial, and final spoken sounds to produce words.	LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.	LI-1: writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.	LI-3: Using classroom resources to spell words with prompting.	LI-2: creating a draft by selecting ideas from prewriting activities for a specific purpose. Methodology - Four-Picture Story Frames	LI-1: using personal singular subject pronouns (e.g., I, you, he, she, it) and plural subject pronouns (we).	LI-1: using the simple present tense verbs with subject-verb agreement. Methodology - Verb Tense Study	LI-1: selecting prepositions of location (e.g., on, in, near, behind) to complete a given sentence.	LI-3: using a verb phrase in sentence frames.	LI-3: forming a sentence with S-V-C construction with a given pronouns, "to be" verbs, and nouns. (e.g., It is a bug.)	LI-1: forming simple questions, using inflection when produced orally. Methodology - Verb Tense Study or TextCavation	LI-3: identifying the meaning of and using high frequency words.
			LI-7: reading high frequency words with automaticity.			LI-5: using a capital letter at the beginning of sentences and proper nouns with instructional support.		Syntax Rule # 4	LI-3: using the present progressive verb tense with instructional support. Methodology - Verb Tense Study	LI-2: selecting prepositions of direction (e.g., on, in, near, behind) to complete a given sentence.	LI-4: using a joined verb phrase in sentence frames.	LI-4: forming a sentence with S-V-C construction with given nouns and forms of "to be".		LI-2: identifying the meaning of and using sight words.
LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.	LI-5: producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation & pronunciation with instructional support.		LI-10: decoding common CVC words with instructional support.	LI-4: sequencing a story or event in complete sentences.	LI-2: writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.	LI-6: using ending punctuation with instructional support.	LI-3: revising original draft for clarity by adding additional details with teacher prompting.		LI-4: using the simple past tense verbs with subject-verb agreement. Methodology - Verb Tense Study	Syntax Rule # 5	LI-5: using a prepositional phrase in sentence frames.	LI-5: forming a sentence with S-V-C construction with given plural nouns and "to be".		LI-5: selecting key words, symbols or operations that represent grade specific academic vocabulary within a given context.
	LI-6: naming cardinal and ordinal numbers randomly with accurate pronunciation. Methodology - Language Warm-Ups			LI-5: identifying facts from text read aloud, with instructional support.	LI-3: writing to provide directions or information related to real world tasks using phrases or simple sentences that include sight words, CVC words, and phonetic spelling. Methodology - This or That	LI-8: using the placing of spaces between words.						LI-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.		
				LI-6: retelling a story or event with a beginning, middle, and end in complete sentences. Methodology - Collaborative Story Retell										
				LI-7: describing the main characters of a story with instructional support.										
				LI-8: describing the setting of a story with instructional support.										

* Percentages are presented according to ADE's AZELLA Blueprint Document

* Low Intermediate performance indicators are used. Scaffolding back or to High Intermediate PI is recommended based on student's prof. level.

Revised 7/01/2014

Roosevelt School District
Federal Programs Department

English Language Proficiency Standards Pacing Guide
ELL Stage I: Kindergarten

Quarter 3
10 Weeks

Listening (22%)	Speaking (22%)	Reading (28%)		Writing (28%)		
Comprehension S1 - 100%	Delivery S2 - 71%	PA/Decoding S2 - 50%	Comprehend Text S3 - 50%	Applications S1 - 33%	Conventions S2 - 67%	Proc./Elem./ Research S3 - 0%
LI-5: following multiple-step directions which include prepositions. Methodology - Four Picture Story Frames	LI-7: initiating conversations and responding to social interactions, courtesies, and personal information	LI-4: producing rhyming words in response to an oral prompt.	LI-9: describing the key events of a story with instructional support. Methodology: Collab. Story Retell	LI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling with instructional support.	LI-9: writing simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement and with teacher guidance. Methodology - Verb Tense Study	LI-4: reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation. Methodology - Four Picture Story Frames
LI-6: responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts. Methodology - This or That / Function Junction	questions using complete sentences with instructional support. Methodology - Function Junction	LI-8: producing new words when initial sound(s), including blends, are changed (i.e., word families).	LI-10: locating information from a completed graphic organizer. Methodology - TextCavation	LI-5: responding to literary selections by writing key, self-selected words, or simple sentences.	LI-10: writing yes/no questions beginning with "to be" with support. Methodology - Verb Tense Study	LI-5: finalizing an original piece of writing with instructional support for an intended audience. Methodology - Vertical Sentences
	LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	LI-9: decoding a new word when a specific letter is changed, added, or removed with instructional support.	LI-11: following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures. Methodology - Function Junction		LI-11: using interrogative sentences in a variety of writing applications, with instructional support. Methodology - Verb Tense Study	
	LI-10: producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.					

Language Strand							
Adjectives	Verbs	Adverbs	Prepositions	Conjunctions	Sentence Construc.	Questions	Vocabulary
			S1				S2
LI-2: using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns with instructional support.	LI-5: using the simple future tense verbs (e.g., will) with subject-verb agreement. Methodology - Four-Picture Story Frames	LI-1: using "when" adverbs (e.g., first, then, next, after, before, finally) with instructional support.	LI-3: selecting prepositions of time (e.g., on, at, in, by) to complete a given sentence.	LI-1: differentiating between the conjunctions and and or.	LI-8: forming a sentence using a given completing a fill-in-the-blank sentence by providing subject, verb, and prepositional phrase.	LI-2: producing yes/no questions beginning with "to be" with inflection.	LI-4: completing synonym and antonym word pairs. Methodology - Vertical Sentences
	LI-6: differentiating between past, present, and future verb tenses by responding to a prompt.	Syntax Rule # 6	Syntax Rule # 11	Syntax Rule # 12	LI-9: forming a sentence using "to be" and "not" to form a sentence in the negative construction.		LI-6: determining word meaning within context with instructional support. Methodology - Language Warm-Ups
					LI-10: forming a sentence using "to be" and "not" to form a sentence in the negative construction.		
					LI-11: forming an imperative sentence using a given imperative verb.		

* Percentages are presented according to ADE's AZELLA Blueprint Document
* Low Intermediate performance indicators are used. Scaffolding back or to High Intermediate PI is recommended based on student's prof. level.

Revised 7/01/2014

Roosevelt School District
Federal Programs Department

English Language Proficiency Standards Pacing Guide
ELL Stage I: Kindergarten

Quarter 4
9 Weeks

Listening (22%)	Speaking (22%)	Reading (28%)		Writing (28%)			Language Strand							
Comprehension S1 - 100%	Delivery S2 - 71%	PA/Decoding S2 - 50%	Comprehend Text S3 - 50%	Applications S1 - 33%	Conventions S2 - 67%	Proc./Elem./ Research S3 - 0%	Adjectives	Verbs	Adverbs	Prepositions	Conjunctions	Sentence Construc.	Questions	Vocabulary S2
							S1							

* Performance Indicators covered during quarters 1-3 should be spiraled and practiced for mastery throughout quarter 4.

* AZELLA tests are administered during the months of February and March. The expectation is for all Performance Indicators listed in quarters 1-3 to be covered before the AZELLA testing period.

* Percentages are presented according to ADE's AZELLA Blueprint Document
* Low Intermediate performance indicators are used. Scaffolding back or to High Intermediate PI is recommended based on student's prof. level.