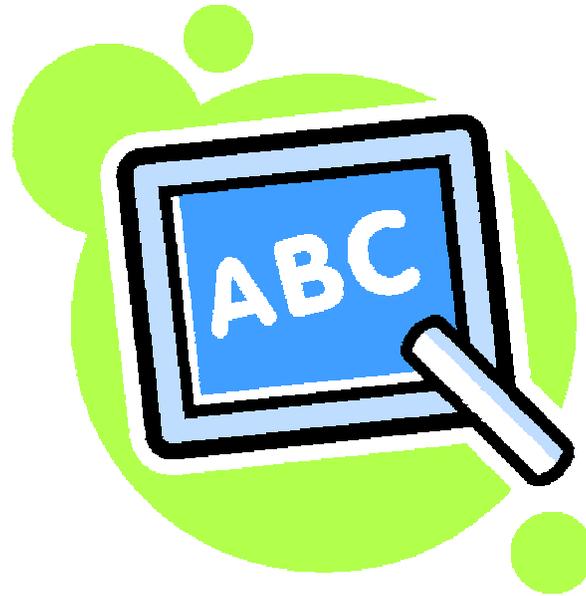


**ENGLISH/LANGU AGE ARTS
CURRICULUM GUIDE**

KINDERGARTEN



**LOUDOUN COUNTY PUBLIC SCHOOLS
2008-2009**

2005 Update Committee

*Anne Bynum
Joy Potter*

2006 Update Committee

*Meredith Bardwell
Lora Buckman
Margaret Harris
Rebecca Harris
Marybeth Spencer
Christina Unger*

2008 Update Committee

*Megan Ackermann
Tracey Burcroft
Michele Copeland
Kathy Evans
Janet Finn
Nikole Gleadall
Jhissell Johnson
Jennifer Kirsch
Heather Long
Lynnette Mergler
Jennifer Miller
Ann Neely
Carol Owens
Dennis Racke
Marcy Rutter
Devin Shannon
Rebecca Timmons
Susan Verdin
Michelle Wagoner
Tansy Wetmore*

*Ceci Albecker
Meaghan Burnham
Jennifer Ellington
Bill Fazzini
Cathy Gironde
Jaime Jackson
Celia Key
Caren Leifer
Doris McKimmey
Katherine Messner
Jessica Montgomery
Caroline Newlon
Jennifer Petrusky
Christine Rowan
Michele Saville
Rebecca Shaw
Mary Jo Totman
Valerie Wade
Pat Walker
Kim Wright*

Dr. Edgar B. Hatrick
Superintendent

Sharon D. Ackerman
Asst. Superintendent, Instruction

Peter R. Hughes
Director, Curriculum and Instruction

Michele Schmidt Moore
Supervisor, English and Language Arts

This document, based on the Virginia Department of Education's English Standards of Learning Curriculum Framework (2003) provides extensions and additions to form the Loudoun County English Curriculum.

PHILOSOPHY

Loudoun County believes that all children must develop lifelong independent speaking, listening, viewing, reading, and writing skills. Loudoun County's English/Language Arts curriculum prepares students to achieve competent oral and written communication in the classroom and community. Students become active and involved listeners and develop a full command of oral and written English language. Each elementary grade level's curriculum is organized into three related strands: Oral Language, Reading, and Writing. The strands reflect a balanced instructional program. The curriculum enables students to develop lifelong communication skills.

OVERVIEW

This English/Language Arts Curriculum Guide identifies Standards of Learning for Loudoun County students at each grade level. The Standards of Learning in this guide combine local with state objectives.

Each strand begins with a Focus Statement followed by the standards for that strand. Following each standard is a table with three sections. The first column, "Understanding the Standard," provides teacher notes that clarify the intent of the standard. The second column, "Essential Understandings," lists objectives that all students should achieve. The third column, "Essential Knowledge Skills and Processes," identifies the necessary behaviors and skills that students should demonstrate to be successful with each standard.

LCPS extensions to the VA SOLs are included in bold, italic print in the appropriate column.

Spelling, Technology, and Research objectives are incorporated into the three standards at each level. The English objectives for Loudoun County should be integrated into other content areas so that reading, writing, speaking, listening, and use of technology occur daily in all classrooms. When using technology, the LCPS Acceptable Use Policy (AUP) will be utilized.

INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following *Guidelines and Resources for Internet Safety in Schools* established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.

- Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.

Information on the Internet.

- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.

- Students and their families should discuss acceptable *social networking* and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE's *Guidelines and Resources for Internet Safety in Schools* (2007)

Lessons on internet safety can be integrated into the oral language, reading, writing, and research strands. Below are examples of how internet safety lessons can be integrated into existing standards. These examples are from *Integrating Internet Safety into the Curriculum* (2007) developed by the VDOE Office of Educational Technology.

Standards	Integration
2.3, 3.1, 4.1, 5.1, 5.2, 5.3	In exploring oral language issues with students, teachers may also use Internet (and other electronic) communications as examples and methods to learn certain skills. Students increasingly practice nonfiction reading and writing skills as they gain more experience in English. These same skills will work with the Internet as a source of information or as a publishing venue.
K.12, 3.7	If students are using online interactives or other resources for practicing skills, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet. The example below uses safe-searching techniques with young children as part of a lesson on beginning sounds. <i>Surfing the Web for ABCs</i> http://www.siec.k12.in.us/~west/proj/abc/abcless.htm

1.12, 2.11, 3.10, 4.7, 5.8	If students are using online tools for written communications, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet.
2.3, 5.8	When helping students learn how to use oral language or how to write to inform, persuade, and entertain, point out how these techniques are often used on Web sites.
3.6, 4.5	Students can apply nonfiction reading skills to information on Web sites, especially when identifying the author's purpose or distinguishing between fact and opinion.
3.7, 4.3	When students use online tools as reference resources, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet.
4.6, 5.6, 5.7	When students research on the Internet, they need to be reminded about how to evaluate Web sites for authenticity and reliability. <i>A SMART Exercise KS2</i> This lesson idea below can be incorporated when teaching about language structure or the use of codes in history. http://www.kidsmart.org.uk/downloads/lessonplans/lessonplan_comm.pdf

Additional ideas and guide lines for internet safety can be found at the VDOE website:

<http://www.doe.virginia.gov/VDOE/Technology/OET/internet-safety-guide-lines.shtml>. In addition, Netsmartz.org, sponsored by the National Center for Missing and Exploited Children, has many resources and activities at every grade level that can be used in instruction about internet safety.

At the kindergarten level, students will engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor for success in learning to decode words. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussion. They will also learn how to formulate basic investigative questions.

- K.1 The student will demonstrate growth in the use of oral language.**
- Listen to a variety of literary forms, including stories and poems.**
 - Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.**
 - Participate in creative dramatics.**
 - Begin to discriminate between spoken sentences, words, and syllables.**
 - Recognize rhyming words.**
 - Generate rhyming words in a rhyming pattern.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of literary experiences, including fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. These interactions provide opportunities for students to mimic language and experiment with new words, word patterns, and rhymes in order to expand their working vocabularies. 	<p>All students should</p> <ul style="list-style-type: none"> understand that oral language entertains and communicates information. understand that a spoken sentence is made up of individual words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains. use drama to retell familiar stories, rhymes, and poems. discriminate between large phonological units of running speech, sentences, words, and syllables. identify words that rhyme. generate rhyming words based on a given rhyming pattern. supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

- K.2 The student will use listening and speaking vocabularies.**
- a) Use number words.**
 - b) Use words to describe/name people, places, and things.**
 - c) Use words to describe location, size, color, and shape.**
 - d) Use words to describe actions.**
 - e) Ask about words not understood.**
 - f) Follow one-step and two-step directions.**
 - g) Begin to ask how and why questions.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDING</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • The intent of this standard is that students will expand and use their listening and speaking vocabularies through across-the-curricula activities that develop their use of descriptive/naming words. • This vocabulary growth aids in development of reading and comprehension as students progress in school. • Students will learn to generate how and why questions across the curricula and begin to use these questions to guide their search for answers. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that word choice makes communication clearer. • understand that information can be gained by seeking answers to questions. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand and use number words in conversations, during group activities, and during teacher-directed instruction. • use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction. • use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction. • use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities. • use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events. • use words such as <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i> to describe location. • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. <p>CONTINUED</p>

- K.2 The student will use listening and speaking vocabularies.**
- a) Use number words.**
 - b) Use words to describe/name people, places, and things.**
 - c) Use words to describe location, size, color, and shape.**
 - d) Use words to describe actions.**
 - e) Ask about words not understood.**
 - f) Follow one-step and two-step directions.**
 - g) Begin to ask how and why questions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand the difference between stating known facts and formulating how and why questions. • ask how and why questions to gain information. • predict how to find answers to questions. • begin to use pictures and other visuals to answer questions.

- K.3 The student will build oral communication skills.**
- a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.**
 - b) Express ideas and needs in complete sentences.**
 - c) Begin to use voice level, phrasing, and intonation appropriate for language situation.**
 - d) Listen and speak in informal conversations with peers and adults.**
 - e) Begin to initiate conversations.**
 - f) Participate in discussions about books and specific topics.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will build oral communication skills within a language-rich environment. • In this environment, students will accumulate experiences from which concepts and thoughts can be formed. • Students will have opportunities in group settings to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation, such as voice level and intonation appropriate for specific language situations. • Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, and by modeling ways to participate in discussions about learning. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that conversation is a two-way interaction. • begin to understand that the setting influences rules for communication. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • listen to and discuss fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • listen attentively to others in a variety of formal and informal settings involving peers and adults. • allow others to speak without unnecessary interruptions. • clearly state a thought related to the book or topic being discussed. • wait for their turn to speak. • speak in complete, simple sentences. • stay on topic. • begin to use voice level, phrasing, and intonation appropriate for the language situation. • match language to the purpose, situation, environment, and audience. • initiate conversations with peers and teachers in a variety of school settings.

K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.

- a) Identify orally words that rhyme.**
- b) Identify words orally according to shared beginning or ending sounds.**
- c) Blend sounds orally to make words or syllables.**
- d) Divide one-syllable words into sounds (phonemes).**
- e) Divide words into syllables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will focus on speech sounds in words and discern the phonemes of spoken language. • This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to break down a sentence orally into individual words and to break down individual words into individual syllables. • The level of complexity increases as students then isolate the initial and final sounds of a word. Isolating the medial sound is yet more complex. The most sophisticated skill is breaking the word into the individual phonemes that comprise it. • Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, say, and manipulate phonemes. • The ability to segment and blend phonemes facilitates spelling and decoding. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • understand that words are made up of small units of sound and that these sounds can be blended to make a word. • understand that words are made up of syllables. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • focus on speech sounds. • identify a word that rhymes with a spoken word. • supply a word that rhymes with a spoken word. • break down a sentence into individual words. • break down a word into individual syllables by clapping. • recognize that a word breaks down into individual phonemes. • recognize how phonemes sound when spoken in isolation. • recognize similarities and differences in beginning and ending sounds (phonemes) of words. • determine the order of speech sounds (phonemes) in a given word by answering the following questions: <ul style="list-style-type: none"> ○ What is the beginning sound you hear? ○ What is the ending sound you hear? • supply a word that has the same beginning or ending sound (phoneme) as a spoken word. <p>CONTINUED</p>

K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.

- a) Identify orally words that rhyme.
- b) Identify words orally according to shared beginning or ending sounds.
- c) Blend sounds orally to make words or syllables.
- d) Divide one-syllable words into sounds (phonemes).
- e) Divide words into syllables.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, cat, fat, hat). (Note: Students are not expected to know these terms.) 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify pictures of objects whose names share the same beginning or ending sound (phoneme). • sort pictures of objects whose names share the same beginning or ending sound (phoneme). • blend three given phonemes to make words. (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>.) • produce rhyming words and recognize pairs of rhyming words presented orally. • substitute the beginning consonant to make a new word. • segment one-syllable words into onset and rime. • segment one-syllable words into sounds (phonemes). • segment multisyllabic words into syllables.

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

LCPS EXTENSIONS

Spelling Instruction

The LCPS Spelling Program takes a word study approach to spelling as one part of literacy development. Teachers provide students with hands-on activities that imitate fundamental thinking processes, opportunities to compare and contrast categories of words and word features, and opportunities to discover similarities and differences among words and word patterns. Word Study should exhibit these characteristics:

- Teachers instruct where students use but confuse words.
- Teachers work with developmentally appropriate (and flexible) groups.
- Teachers build a strong foundation, mixing known features with unknown features.
- Teachers compare words that “do” with words that “don’t.” Teachers should help students see contrast in word sounds and patterns.
- Teachers introduce exceptions.
- Teachers sort by sound and sight. Teachers should use picture cards as well as letter cards, as developmentally appropriate.
- Teachers begin with obvious contrasts first.
- Teachers help students work for automaticity.
- Teachers use words students can read and meaningful text.
- Teachers allow students to discover rules and make generalizations about rules as they sort.

Refer to the LCPS Spelling Framework for an introduction to the program and to resources such as *Words Their Way* (Bear et al., 2004), *Word Journeys* (Ganske, 2000), and *Word Matters* (Pinnell and Fountas, 1998) for more details.

- K.5 The student will understand how print is organized and read.**
- a) Hold print materials in the correct position.**
 - b) Identify the front cover, back cover, and title page of a book.**
 - c) Follow words from left to right and from top to bottom on a printed page.**
 - d) Match voice with print: syllables, words, and phrases.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken word to the written word. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that all print materials in English follow similar patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • hold printed material the correct way. • identify the front and back covers of a book. • distinguish the title page from all the other pages in a book. • turn pages appropriately. • distinguish print from pictures. • follow text with a finger, pointing to each word as it is read from left to right and top to bottom. • locate words, letters, spaces, and lines of text. • match voice with print in syllables, words, and phrases. • locate periods, question marks, and exclamation points.

K.6 The student will demonstrate an understanding that print makes sense.

- a) Explain that printed materials provide information.
- b) Identify common signs and logos.
- c) Read ten high-frequency words.
- d) Read and explain own writing and drawings.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn that books, environmental print (prints seen in one's environment), and other printed materials have a constant meaning and provide information for the reader. • Students will demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate with others. • These messages may include scribbles, letter approximations, letter strings, and invented spellings. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that print communicates a message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge that print conveys a message. • recognize and identify common signs, logos, and labels. • recognize and identify their own first and last names and the first names of class mates. • read and explain their own drawings and writings. • explain that printed text provides information. • retell information gathered from looking at a picture or from listening to a text read to them. • locate high-frequency words and phrases in familiar text. • recognize ten high-frequency words. (Each student may know a different set of words.)

- K.7 The student will develop an understanding of basic phonetic principles.**
- Identify and name the uppercase and lowercase letters of the alphabet.**
 - Match consonant and short vowel sounds to appropriate letters.**
 - Identify beginning consonant sounds in single-syllable words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will learn and understand how letters and sounds work in written language. Students will learn to identify uppercase and lowercase letters in isolation in sequential order and in random order. Phonetic skills are the foundation for decoding and encoding words – i.e., they are the basic skills needed to develop fluency and automaticity in reading and writing. Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (<i>bat, cat, fat, hat</i>). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> understand that written words are composed of letters that represent specific sounds. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. match uppercase and lowercase letter pairs. recognize and say the usual sounds of all letters write the grapheme (letter) that represents a spoken sound. isolate initial consonants in single-syllable words. (For example, /t/ is the first sound in <i>top</i>.) identify the onset (/c/) and rime (-at) and begin to separate the sounds fully (/c/-/a/-/t/) by saying each sound aloud. blend onsets (/c/) and rimes (-at) to form words (<i>cat</i>). Substitute other onsets (/b/ for /c/) to form different words (<i>bat</i>).

K.8 The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.
- b) Retell familiar stories, using beginning, middle, and end.
- c) Discuss characters, setting, and events.
- d) Use story language in discussions and retellings.
- e) Identify what an author does and what an illustrator does.
- f) Identify the topics of nonfiction selections.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to fiction is that students will understand the elements of a story (characters, setting, events) and begin to analyze these elements for meaning. • The intent of this standard relative to nonfiction is that students will demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from fiction and nonfiction that is read aloud to them. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that authors and illustrators create books. • understand that print material tells a story or provides information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make predictions based on illustrations or portions of a text. • link knowledge from their own experiences to make sense of and talk about a text. • give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how. • retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end). • use vocabulary from a story in discussions and retellings. • use descriptive language to talk about characters, settings, and events of a story. • respond to simple questions about the content of a book. • produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud. • identify the roles of an author and an illustrator. • name the topic of a nonfiction selection.

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the student's oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

Refer to the LCPS Writing Framework for an introduction to the program and resources.

K.9 The student will print the uppercase and lower case letters of the alphabet independently.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to print upper case and lowercase letters of the alphabet. • Students need explicit, direct instruction to learn to form uppercase and lowercase letters correctly. • Students also need to be taught appropriate pencil grip. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that there are correct ways to write the letters of the alphabet. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use standard letter formation. • use standard number formation. • use appropriate pencil grip.

K.10 The student will print his/her first and last names.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will begin developing neat, legible handwriting. 	<p>All students should</p> <ul style="list-style-type: none"> understand that their written name provides identification. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize their first and last names. form the letters of and space their first and last names. know that the first letter of their first name and the first letter of their last name are always capital letters. write their first and last names for a variety of purposes.

K.11 The student will write to communicate ideas.

- a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.**
- b) Write left to right and top to bottom.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDING</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. • Writing in kindergarten sets the stage for formal writing in other grades. • Beginning writings may include drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as phonetically spelled words. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that their writing serves a variety of purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write left to right and top to bottom. • write daily for a variety of purposes. • write on assigned and/or self-selected topics. • write without resistance when given the necessary time, place, and materials. • generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words.

K.12 The student explore the uses of available technology for reading and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will use available technology. * Please refer to the Loudoun County Public Schools Acceptable Use Policy (AUP) when utilizing internet resources. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that computers are a way to interact with print. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use “skill and practice” software. ● use word processing software.

LCPS English/Language Arts SOL Pacing Guide Kindergarten

This pacing guide was designed to provide teachers with a list of specific SOL areas to be covered for each assessment period. It is to be used in conjunction with the LCPS English/Language Arts Curriculum Guide, which contains the required curriculum associated with the Virginia SOL. Teachers are encouraged to design and use creative and effective instructional strategies to teach the standards for each quarter assessment period.

How to Use this Document

- Standards in **boldface** are to be emphasized during that quarter assessment period. Standards that re-appear in subsequent quarter assessment periods are to be retaught, revisited, or reinforced.

References and Sources

- VA DOE Standards of Learning Curriculum Framework, 2003
- VA DOE Standards of Learning : Crosswalk, 1995-2002
- Feedback on the 2004-08 LCPS curriculum guides

Kindergarten English Pacing Guide *At a Glance*

Standards in **boldface** are to be emphasized during that quarter. In subsequent quarters, these standards are to be retaught, revisited, or reinforced and are not printed in boldface text.

	ORAL LANGUAGE	READING	WRITING
1st Quarter	K.1 a, b, c K.2 b, c, d K.3 a, e	K.5 a, b K.6 b, d K.8 a, c	K.11 a, b
2nd Quarter	K.1 a, b, c, e K.2 a, b, c, d, e, f K.3 a, b, d, e K.4 b	K.5 a, b, c K.6 b, d K.7 a, b, c K.8 a, e	K.9 K.10 K.11 a, b K.12
3rd Quarter	K.1 a, b, c, d, e, f K.2 a, b, c, d, e, f K.3 a, b, c, d, e, f K.4 a, b, c, d	K.5 a, b, c, d K.6 a, b, c, d K.7 a, b, c K.8 a, b, d, e	K.9 K.10 K.11 a, b K.12
4th Quarter	K.1 a, b, c, d, e, f K.2 a, b, c, d, e, f, g K.3 a, b, c, d, e, f K.4 a, b, c, d, e	K.5 a, b, c, d K.6 a, b, c, d K.7 a, b, c K.8 a, b, c, d, e, f	K.9 K.10 K.11 a, b K.12

English/Language Arts SOL Pacing Guide – Kindergarten
1st Quarter – 9/2/08-10/31/08

Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a. Listen to a variety of literacy for ms, including stories and poems. b. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated pattern. c. Participate in creative dramatics. <p>K.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> b. Use words to describe people, places, and things. c. Use words to describe location, size, color, and shape. d. Use words to describe actions. <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a. Begin to follow implicit rules for conversation, including taking turns and staying on topic. e. Begin to initiate conversations. 	<p>K.5 The student will understand how print is organized.</p> <ul style="list-style-type: none"> a. Hold print materials in the correct position. b. Identify the front cover, back cover, and the title. <p>K.6 The student will demonstrate and understand that print makes sense.</p> <ul style="list-style-type: none"> b. Identify common signs and logos d. Read and explain own writing and drawings. <p>K.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a. Use pictures to make predictions about content. c. Discuss characters, setting, and events. 	<p>K.11 The student will communicate to write ideas.</p> <ul style="list-style-type: none"> a. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. b. Write left to right and top to bottom.

The following skills are not part of the Virginia SOLs for Kindergarten. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize the first letter of a sentence.
- * Capitalize pronoun “I”.
- * Introduce how to write complete simple sentences.
- * Include punctuation at the end of a complete sentence.

English/Language Arts SOL Pacing Guide – Kindergarten
2nd Quarter – 11/5/08-1/22/09

Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a. Listen to a variety of literacy forms, including stories and poems. b. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated pattern. c. Participate in creative dramatics. e. Recognize rhyming words. <p>K.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a. Use color words. b. Use words to describe people, places, and things. c. Use words to describe location, size, color, and shape. d. Use words to describe actions. e. Ask about words not understood. f. Follow one-step and two-step directions. <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a. Begin to follow implicit rules for conversation, including taking turns and staying on topic. b. Express ideas and needs in complete sentences. d. Listen and speak in informal conversation with peers and adults. e. Begin to initiate conversations. <p>CONTINUED</p>	<p>K.5 The student will understand how print is organized.</p> <ul style="list-style-type: none"> a. Hold print materials in the correct position. b. Identify the front cover, back cover, and the title. c. Follow words from left to right and from top to bottom on a printed page. <p>K.6 The student will demonstrate and understand that print makes sense.</p> <ul style="list-style-type: none"> b. Identify common signs and logos d. Read and explain own writing and drawings. <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> a. Identify and name the uppercase ... letters of the alphabet. b. Match consonant ... sounds to appropriate letters. c. Identify beginning consonant sounds in single-syllable words. <p>K.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a. Use pictures to make predictions about content. e. Identify what an author does and what an illustrator does. 	<p>K.9 The student will print the uppercase ... letters of the alphabet independently.</p> <p>K.10 The student will print his/her first and last names.</p> <p>K.11 The student will communicate to write ideas.</p> <ul style="list-style-type: none"> a. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. b. Write left to right and top to bottom. <p>K.12 The student will explore the uses of available technology for reading and writing.</p> <p>Please refer to the Loudoun County Public Schools Acceptable Use Policy (AUP) when utilizing internet resources.</p>

English/Language Arts SOL Pacing Guide – Kindergarten
2nd Quarter – 11/5/08-1/22/09

Oral Language	Reading	Writing
CONTINUED FROM PREVIOUS PAGE K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. b. Identify orally words according to shared beginning ... sounds.		

The following skills are not part of the Virginia SOLs for Kindergarten. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize the first letter of a sentence.
- * Capitalize pronoun “I”.
- * Introduce how to write complete simple sentences.
- * Include punctuation at the end of a complete sentence.

English/Language Arts SOL Pacing Guide – Kindergarten
3rd Quarter – 1/26/09-4/2/09

Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a. Listen to a variety of literacy forms, including stories and poems. b. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated pattern. c. Participate in creative dramatics. d. Begin to discriminate between spoken sentences, words, and syllables. e. Recognize rhyming words. f. Generate rhyming words in a rhyming pattern. <p>K.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a. Use number words. b. Use words to describe people, places, and things. c. Use words to describe location, size, color, and shape. d. Use words to describe actions. e. Ask about words not understood. f. Follow one-step and two-step directions. <p>CONTINUED</p>	<p>K.5 The student will understand how print is organized.</p> <ul style="list-style-type: none"> a. Hold print materials in the correct position. b. Identify the front cover, back cover, and the title. c. Follow words from left to right and from top to bottom on a printed page. d. Match voice with print, syllables, words, and phrases. <p>K.6 The student will demonstrate and understand that print makes sense.</p> <ul style="list-style-type: none"> a. Explain that printed materials provide information. b. Identify common signs and logos c. Read ten high-frequency words. d. Read and explain own writing and drawings. <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> a. Identify and name the uppercase and lowercase letters of the alphabet. b. Match consonant ... sounds to appropriate letters. c. Identify beginning consonant sounds in single-syllable words. <p>CONTINUED</p>	<p>K.9 The student will print the lowercase letters of the alphabet in dependent ly.</p> <p>K.10 The student will print his/her first and last names.</p> <p>K.11 The student will communicate to write ideas.</p> <ul style="list-style-type: none"> a. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. b. Write left to right and top to bottom. <p>K.12 The student will explore the uses of available technology for reading and writing.</p> <p>Please refer to the Loudoun County Public Schools Acceptable Use Policy (AUP) when utilizing internet resources.</p>

English/Language Arts SOL Pacing Guide – Kindergarten
3rd Quarter – 1/26/09-4/2/09

Oral Language	Reading	Writing
<p>CONTINUED FROM PREVIOUS PAGE</p> <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a. Begin to follow implicit rules for conversation, including taking turns and staying on topic. b. Express ideas and needs in complete sentences. c. Begin to use voice level, phrasing, and intonation appropriate for language situation. d. Listen and speak in informal conversation with peers and adults. e. Begin to initiate conversations. f. Participate in discussion about books and specific topics. <p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> a. Identify orally words that rhyme. b. Identify orally words according to shared beginning ... sounds. c. Blend sounds orally to make words or syllables. d. Divide one-syllable words into sounds (phonemes). 	<p>K.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a. Use pictures to make predictions about content. b. Retell familiar stories using beginning, middle, and end. d. Use story language in discussions and retellings. e. Identify what an author does and what an illustrator does. 	

The following skills are not part of the Virginia SOLs for Kindergarten. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize the first letter of a sentence.
- * Capitalize pronoun “I”.
- * Introduce how to write complete simple sentences.
- * Include punctuation at the end of a complete sentence.

English/Language Arts SOL Pacing Guide – Kindergarten
4th Quarter – 4/3/09-6/19/09

Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <ol style="list-style-type: none"> Listen to a variety of literacy forms, including stories and poems. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated pattern. Participate in creative dramatics. Begin to discriminate between spoken sentences, words, and syllables. Recognize rhyming words. Generate rhyming words in a rhyming pattern. <p>K.2 The student will use listening and speaking vocabularies.</p> <ol style="list-style-type: none"> Use number words. Use words to describe people, places, and things. Use words to describe location, size, color, and shape. Use words to describe actions. Ask about words not understood. Follow one-step and two-step directions. Begin to ask how and why questions. <p>CONTINUED</p>	<p>K.5 The student will understand how print is organized.</p> <ol style="list-style-type: none"> Hold print materials in the correct position. Identify the front cover, back cover, and the title. Follow words from left to right and from top to bottom on a printed page. Match voice with print, syllables, words, and phrases. <p>K.6 The student will demonstrate and understand that print makes sense.</p> <ol style="list-style-type: none"> Explain that printed materials provide information. Identify common signs and logos. Read ten high-frequency words. Read and explain own writing and drawings. <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <ol style="list-style-type: none"> Identify and name the uppercase and lowercase letters of the alphabet. Match consonant ... sounds to appropriate letters. Identify beginning consonant sounds in single-syllable words. <p>CONTINUED</p>	<p>K.9 The student will print the lowercase letters of the alphabet independently.</p> <p>K.10 The student will print his/her first and last names.</p> <p>K.11 The student will communicate to write ideas.</p> <ol style="list-style-type: none"> Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. Write left to right and top to bottom. <p>K.12 The student will explore the uses of available technology for reading and writing.</p> <p>Please refer to the Loudoun County Public Schools Acceptable Use Policy (AUP) when utilizing internet resources.</p>

English/Language Arts SOL Pacing Guide – Kindergarten
4th Quarter – 4/3/09-6/19/09

Oral Language	Reading	Writing
<p>CONTINUED FROM PREVIOUS PAGE</p> <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a. Begin to follow implicit rules for conversation, including taking turns and staying on topic. b. Express ideas and needs in complete sentences. c. Begin to use voice level, phrasing, and intonation appropriate for language situation. d. Listen and speak in informal conversation with peers and adults. e. Begin to initiate conversations. f. Participate in discussion about books and specific topics. <p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> a. Identify orally words that rhyme. b. Identify orally words according to shared beginning ... sounds. c. Blend sounds orally to make words or syllables. d. Divide one-syllable words into sounds (phonemes). e. Divide words into syllables. 	<p>K.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a. Use pictures to make predictions about content. b. Retell familiar stories using beginning, middle, and end. c. Discuss characters, setting, and events. d. Use story language in discussions and retellings. e. Identify what an author does and what an illustrate does. f. Identify the topics of nonfiction selections. 	

The following skills are not part of the Virginia SOLs for Kindergarten. They should be introduced this year to prepare students for subsequent grade levels.

- * Capitalize the first letter of a sentence.
- * Capitalize pronoun “I”.
- * Introduce how to write complete simple sentences.
- * Include punctuation at the end of a complete sentence.

Sample Unit

The following unit, developed by the 2008 Elementary School Curriculum Committee, was designed based on the framework of Understanding by Design. This framework was developed by Jay McTighe and Grant Wiggins to emphasize what are termed the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each unit is built on a foundation of essential questions and understandings that students are expected to gain by the end of the unit or units. Each unit is anchored with an assessment performance task that should be rooted in authentic, real world activities. The learning activities and performance task help to build and show students understanding of concepts for each of the facets of understanding. The facets of understanding are defined below. These facets shape the learning activities and performance task in which the students will be asked to engage.

Facet of Understanding	Definition
Explanation	Students are able to explain the why and how of a concept. For example, students are able to explain why a character takes a certain action using supporting evidence from the text.
Interpretation	Students are able to assign meaning to a concept and show how it relates to them and to the world. For example, students might write a poem incorporating figurative language and imagery to convey a message.
Application	Students are able to apply the knowledge and skills that they have gained to a real-world authentic activity. For example, students develop a Life in Haiku piece and submit it to the <i>Washington Post</i> for publication.
Perspective	Students are able to see and analyze another perspective than their own. For example, in preparing for a debate, a student is able to argue both sides.
Empathy	Students are able to feel the impact of a decision or event on others. For example, students write poems about the injustices in Darfur, which are compiled and published into a book and sold to raise money for relief efforts.
Self-knowledge	Students are able to reflect about their work and their thinking. For example, students might reflect about their writing process in the creation of a short story.

Kindergarten The Ginger bread Man

Objectives

Goals:

- K.1 The student will demonstrate growth in the use of oral language.
 - a. Listen to a variety of literary forms, including stories and poems
- K.2 The student will use listening and speaking vocabularies
 - f. follow one-step and two-step directions
- K.3 The student will build oral communication skills
 - f. Participate in discussions about books and specific topics
- K.6 The student will demonstrate an understanding that print makes sense
 - c. Identify common signs and logos
 - d. Read and explain own writing and drawing
- K.8 The student will demonstrate comprehension of fiction and nonfiction.
 - b. Retell familiar stories, using beginning, middle, and end
 - c. Discuss characters, setting, and events
 - d. Use story language in discussions and retellings
- K.11 The students will write to communicate ideas
 - a. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events
 - b. Write left to right and top to bottom

Understanding s: (Students will understand that...)

- there can be different versions of the same story.
- stories have an order (i.e, a beginning, middle, end).
- print is organized and read in a certain way.

Essential Questions:

- How are the stories we read alike and different?
- What do you think will happen next in the story?
- What has happened so far in this story?

Students will know....

- how to retell a story in sequence .
- how to identify characters and setting.
- how to compare various accounts of the same story.
- how print is organized.
- how to write and/or draw to communicate their ideas.

Students will be able to...

- retell a story from beginning to end and include characters and settings .
- follow one -and two-step directions.
- compare and contrast the published and the teacher's Gingerbread Man stories through discussion.
- retell the shared event of chasing the Gingerbread Man by using their Detective Notebooks .

Evidence of Understanding**Performance Task(s):**

Students will act as detectives who are searching for the escaped Gingerbread Man. Using clues provided in the teacher's retelling of the story set within the school, students will search for the Gingerbread Man. As they tour the school, students will record on a school map where they have looked for him. Then they will write/draw in a teacher provided graphic organizer ("detective notebook" –see attached) where they looked for him. In the last box, students will show where they caught him or where they think he ran if he was not found.

Other Evidence:

- Sequence a Gingerbread Man story using pictures, and retell the story to a friend
- Show the route the students took to chase the Gingerbread Man, then use the map to retell the day's events
- Each student will orally share one example of how two Gingerbread Man stories are the same or different

Learning Plan**Learning Activities:**

- Teacher introduces the Gingerbread Man poem that will be read everyday throughout the week .
- Teacher reads a version of the Gingerbread Man.
- Teacher and students identify the main characters and setting of the story.
- Teacher models her own version of the Gingerbread Man story, set in the school building.
- Students use a sequence map to write or draw the beginning, middle, and end of one of the stories .
- Students and teacher use a Venn diagram to compare the two stories.
- Teacher gives students one- and two-step directions for using a school map to find the Gingerbread Man.
- Students follow teacher's directions and school map to find the Gingerbread Man.
- Students share the sequence of steps they followed to find the Gingerbread Man.

Resources:

- Q A published version of The Gingerbread Man
- Q Gingerbread Man poem (http://www.dltk-teach.com/rhymes/gingerbread/gingerbread_man_poem.htm or <http://www.kdp.org/forms/assets/pdf/gingerbreadmanrebusrhyme.pdf>)
- Q Venn diagram to compare two stories
- Q Template for the detective activity (sample below)

Detective _____'s Notebook
Case: The Missing Gingerbread Man

Where did I look?

1st	2nd	3 rd
4th	5th	6th