Virginia English

Kindergarten

Foundations for Reading FFR

1 **Print Concepts: The student will apply knowledge of how print is organized and read** K.FFR.1

- A Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line K.FFR.1.A
- B Demonstrate knowledge of a sentence, word, and letter K.FFR.1.B
- C Demonstrate knowledge that spoken words are represented in print and separated by spaces K.FFR.1.C
- D Identify the author and illustrator of a text and define the role of each K.FFR.1.D
- E Identify the front cover, back cover and title of a text K.FFR.1.E
- F Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) K.FFR.1.F

2 **Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling)** K.FFR.2

- A Demonstrate ability to segment spoken words in sentences and syllables in words K.FFR.2.A
- B Blend and segment one syllable words by onset and rime. K.FFR.2.B
- C Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/) K.FFR.2.C
- D Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh) K.FFR.2.D

3 **Phonics and Word Analysis: The student will apply phonetic principles to read and spell words** K.FFR.3

- A Identify capital and lowercase letters of the alphabet K.FFR.3.A
- B Identify common letter-sound correspondences K.FFR.3.B
- C Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”) K.FFR.3.C
- D Demonstrate knowledge that every word has a vowel sound K.FFR.3.D
- E Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh) K.FFR.3.E

F Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words K.FFR.3.F

G Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh) K.FFR.3.G

H Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy K.FFR.3.H

Developing Skilled Readers and Building Reading Stamina DSR

1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary K.DSR.1

A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (Reading Fluency, K-12) K.DSR.1.A

B (Text Complexity, 2-12) - Introduced in Grade Two K.DSR.1.B

C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12) K.DSR.1.C

D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12) K.DSR.1.D

E (Reading Strategies, 3-12) - Introduced in Grade Three K.DSR.1.E

Reading and Vocabulary RV

RV. The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard K.RV

1 Vocabulary Development and Word Analysis K.RV.1

A Discuss meanings of words from a variety of texts and experiences K.RV.1.A

B Ask questions about words not understood K.RV.1.B

C Use vocabulary from across content areas K.RV.1.C

D Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary) K.RV.1.D

E Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text K.RV.1.E

F Use newly learned words and phrases in discussions and speaking activities K.RV.1.F

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor,

fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale K.RL

1 Key Ideas and Plot Details K.RL.1

- A With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read K.RL.1.A
- B With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting,important events, and details K.RL.1.B
- C With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end) K.RL.1.C
- D With prompting and support, generate predictions about story characters and events using the text K.RL.1.D

2 Craft and Style K.RL.2

**Standards related to Craft and Style are introduced in Grade Three

3 Integration of Concepts K.RL.3

- A With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) K.RL.3.A
- B With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories K.RL.3.B
- C With prompting and support, monitor listening comprehension K.RL.3.C

Reading Informational Text RI

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard. K.RI

1 Key Ideas and Confirming Details K.RI.1

- A With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read K.RI.1.A
- B With prompting and support, identify the main topic and key details of a text K.RI.1.B

2 Craft and Style K.RI.2

- A With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures K.RI.2.A

3 Integration of Concepts K.RI.3

- A With prompting and support, identify basic similarities in and differences between two texts on the same topic K.RI.3.A
- B With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text K.RI.3.B

Foundations for Writing FFW

FFW. The student will print legibly in manuscript K.FFW

1 Handwriting K.FFW.1

- A Use functional pencil grasp for letter formation K.FFW.1.A
- B Accurately and automatically print capital and lowercase letters of the alphabet independently K.FFW.1.B
- C Write left to right and top to bottom K.FFW.1.C
- D Accurately print first and last names, beginning each with a capital letter K.FFW.1.D
- E Apply spaces between written words in phrase or sentence level writing. K.FFW.1.E

2 Spelling K.FFW.2

- A Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh) K.FFW.2.A
- B Encode (spell) unknown words using logical invented spelling K.FFW.2.B
- C With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy K.FFW.2.C

Writing W

W. The student will write in a variety of forms, linked to kindergarten content and texts K.W

1 Modes and Purposes for Writing K.W.1

- A Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end) K.W.1.A
- B Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details K.W.1.B
- C Use a combination of drawing, dictating, and writing to write in response to texts heard. K.W.1.C

2 Organization and Composition K.W.2

- A With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes: K.W.2.A
  - i Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc) K.W.2.A.I
  - ii Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic K.W.2.A.II

3 Usage and Mechanics K.W.3

**See Language Usage for grade level expectations

Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate K.LU

1 Grammar K.LU.1

- A Produce and expand complete sentences in shared language activities K.LU.1.A
- B Use nouns to identify and name people, places, and things K.LU.1.B
- C Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s) K.LU.1.C
- D Use adjectives to describe specific objects (quantity, size, age, shape, color, or location) K.LU.1.D
- E Use verbs to locate specific actions K.LU.1.E

2 Mechanics K.LU.2

- A With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I K.LU.2.A
- B With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark) K.LU.2.B
- C Phonetically spell words containing unknown letter-sound correspondences K.LU.2.C

Communication and Multimodal Literacies C

C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together K.C

1 Communication, Listening, and Collaboration K.C.1

- A Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes: K.C.1.A
  - i Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic) K.C.1.A.I
  - ii Respectfully building on others' ideas and expressing their own clearly K.C.1.A.II
  - iii Asking questions to seek help, get information, or clarify information for further understanding K.C.1.A.III
  - iv Expressing ideas and needs in complete sentences K.C.1.A.IV

2 Speaking and Presentation of Ideas K.C.2

- A Describe personal experiences using complete sentences K.C.2.A
- B Speak audibly with appropriate pacing, prosody, and voice level K.C.2.B
- C Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains K.C.2.C

D Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story K.C.2.D

3 Integrating Multimodal Literacies K.C.3

**Standards related to Integrating Multimodal Literacies are introduced in Grade Three

4 Examining Media Messages K.C.4

**Standards related to Examining Media Messages are introduced in Grade Four

Research R

R. The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources K.R

1 Evaluation and Synthesis of Information K.R.1

A With prompting and support, generate a topic of interest and question to explore a given topic K.R.1.A

B With prompting and support, find information on the topic from pictures, texts, people or provided sources K.R.1.B

C With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research K.R.1.C

D With prompting and support, in small or large group settings, informally share recorded information collected from research K.R.1.D