

The revised Kindergarten Pacing Guide is the collaborative work of the 2013 Kindergarten Curriculum Committee, formed to critically consider the importance of the Kindergarten Curriculum as the foundation for all learning. With this in mind, representatives from across the county, including preschool, kindergarten, first grade, general education, special education, and ESL teachers, met over a four-month period in order to examine the current Virginia Standards of Learning and determine areas that indicated a need for increased rigor. As a result, The Henrico County Public Schools Kindergarten Curriculum Framework was developed, a blending of the Virginia Standards of Learning and Henrico's more rigorous, enhanced standards.

Pacing revisions naturally followed revisions in the curriculum framework. The pacing guide serves as a guide for instruction. Pacing indicates the time frame for introduction and mastery of grade level skills and strategies. For example, K.5e is the standard for concept of word, which is introduced in the beginning of the year, with instruction continuing through the third quarter. Differentiated small group instruction provides for reinforcement and enrichment, as determined by individual students' needs.

Implementation of the Henrico County Curriculum Framework and the revised pacing guide encourages rigor and better prepares students for 21<sup>st</sup> century learning. The revised pacing guide will facilitate students' oral language, reading, and writing development. It is the goal of Henrico County Public Schools that students leave Kindergarten reading on an Instructional Guided Reading Level D. This is the beginning of the Fledgling reader stage, preparing students to enter first grade on target to confidently handle grade level text.

**Pacing Guide Key**

<b><u>Suggested acquisition</u></b>	
*	1 <sup>st</sup> 9-weeks
**	2 <sup>nd</sup> 9-weeks
***	3 <sup>rd</sup> 9-weeks
****	4 <sup>th</sup> 9-weeks

First Semester, 1<sup>st</sup> 9 weeks

Oral Language

- K.1 The student will demonstrate growth in the use of oral language. \*\*\*\***
- a) Listen to a variety of literary forms, including fiction, nonfiction, stories, and poems.
  - b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
  - c) Participate in oral generation of language experience narratives.
  - d) Participate in creative dramatics.
  - e) Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings. \*\*\*\***
- a) Increase listening and speaking vocabularies.
  - b) Use number words.
  - c) Use words to describe/name people, places, and things.
  - d) Use words to describe/name locations, size, color, and shape.
  - e) Use words to describe/name actions.
  - f) Ask about words not understood.
  - g) Use vocabulary from other content areas.
- K.3 The student will build oral communication skills. \*\*\*\***
- a) Express ideas in complete sentences and express needs through direct requests.
  - b) Initiate conversations.
  - c) Follow implicit rules for conversation, including taking turns and staying on topic.
  - d) Listen and speak in informal conversations with peers and adults.
  - e) Participate in group and partner discussions about various texts and topics.
  - f) Use voice level, phrasing, and intonation appropriate for various language situations.
  - g) Follow one- and two-step directions.
  - h) Ask how and why questions.

- K.4 The student will identify, say, segment, and blend various units of speech sounds. \*\*\*\***
- a) Discriminate between spoken sentences, words, and syllables.
  - b) Identify and produce words that rhyme.
  - c) Blend and segment multisyllabic words at the syllable level.
  - d) Segment one-syllable words into speech sound units including beginning phonemes and ending rimes.
  - e) *Identify words according to shared beginning sounds.*

Reading

- 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) Distinguish between print and pictures. \*
  - d) Follow words from left to right and from top to bottom on a printed page. \*\*
  - e) Match voice with print (concept of word). \*\*\*
- K.6 The student will demonstrate an understanding that print conveys meaning.**
- a) Identify common signs and logos. \*\*\*
  - b) Explain that printed materials provide information. \*\*\*\*
  - c) Read and explain own writing and drawings. \*\*\*\*
  - d) Read his/her name and show a growth of reading ten meaningful, concrete words. \*
- K.7 The student will develop an understanding of basic phonetic principles.**
- a) Identify and name all uppercase and lowercase letters and their sounds. \*
  - b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. \*\*
  - d) Identify beginning consonant sounds in single-syllable words. \*\*

First Semester, 1<sup>st</sup> 9 weeks

- K.8**      **The student will expand vocabulary. \*\*\*\***  
a) *Discuss meanings of words.*  
b) *Develop vocabulary by listening to a variety of texts read aloud.*
- K.9**      **The student will demonstrate comprehension of fictional texts.**  
a) *Identify what an author does and what an illustrator does. \*\**  
b) *Relate previous experiences to what is read. \*\*\*\**  
c) *Use pictures to make predictions. \*\*\*\**  
d) *Ask and answer questions about what is read. \*\*\*\**  
e) *Use story language in discussions and retellings. \*\*\*\**  
g) *Discuss characters, setting, and events. \*\*\*\**
- K.10**      **The student will demonstrate comprehension of nonfiction texts.**  
a) *Use pictures and graphics to identify topic and make predictions. \**

**Writing**

- K.11**      **The student will print in manuscript.**  
a) *Print uppercase and lowercase letters of the alphabet independently. \*\**  
b) *Print his/her first name. \*\**
- K.12**      **The student will write to communicate ideas for a variety of purposes.**  
a) *Differentiate pictures from writing. \*\**  
b) *Draw pictures and/or use letters and phonetically spelled words to write about experiences. \*\*\*\**  
d) *Write left to right and top to bottom. \*\**
- K.13**      **The student will use available technology for reading and writing. \*\*\*\***

First Semester, 2<sup>nd</sup> 9 weeks

## Oral Language

- K.1 The student will demonstrate growth in the use of oral language. \*\*\*\***
- Listen to a variety of literary forms, including fiction, nonfiction, stories, and poems.
  - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
  - Participate in oral generation of language experience narratives.
  - Participate in creative dramatics.
  - Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings. \*\*\*\***
- Increase listening and speaking vocabularies.
  - Use number words.
  - Use words to describe/name people, places, and things.
  - Use words to describe/name locations, size, color, and shape.
  - Use words to describe/name actions.
  - Ask about words not understood.
  - Use vocabulary from *other content areas*.
- K.3 The student will build oral communication skills. \*\*\*\***
- Express ideas in complete sentences and express needs through direct requests.
  - Initiate conversations.
  - Follow implicit rules for conversation, including taking turns and staying on topic.
  - Listen and speak in informal conversations with peers and adults.
  - Participate in group and partner discussions about various texts and topics.
  - Use voice level, phrasing, and intonation appropriate for various language situations.
  - Follow one- and two-step directions.
  - Ask how and why questions.

- K.4 The student will identify, say, segment, and blend various units of speech sounds. \*\*\*\***
- Discriminate between spoken sentences, words, and syllables.
  - Identify and produce words that rhyme.
  - Blend and segment multisyllabic words at the syllable level.
  - Segment one-syllable words into speech sound units including beginning phonemes and ending rimes.
  - Identify words according to shared beginning sounds.

## Reading

- K.5 The student will understand how print is organized and read.**
- Follow words from left to right and from top to bottom on a printed page. \*\*
  - Match voice with print (concept of word). \*\*\*
- K.6 The student will demonstrate an understanding that print conveys meaning.**
- Identify common signs and logos. \*\*\*
  - Explain that printed materials provide information. \*\*\*\*
  - Read and explain own writing and drawings. \*\*\*\*
  - Read his/her name and show a growth of reading **ten additional** meaningful, concrete words. \*\*
- K.7 The student will develop an understanding of basic phonetic principles.**
- Match consonant, short vowel, and initial consonant digraph and **blend sounds** to appropriate letters. \*\*\*\*
  - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. \*\*\*
  - Identify beginning consonant sounds in single syllable words. \*\*

First Semester, 2<sup>nd</sup> 9 weeks

**K.13 The student will use available technology for reading and writing.**  
\*\*\*\*

**K.8 The student will expand vocabulary.** \*\*\*\*  
a) Discuss meanings of words.  
b) Develop vocabulary by listening to a variety of texts read aloud.

**K.9 The student will demonstrate comprehension of fictional texts.**  
a) Identify what an author does and what an illustrator does.  
\*\*  
b) Relate previous experiences to what is read. \*\*\*\*  
c) Use pictures to make predictions. \*\*\*\*  
d) Ask and answer questions about what is read. \*\*\*\*  
e) Use story language in discussions and retellings. \*\*\*\*  
f) Retell familiar stories, using beginning, middle, and end.  
\*\*\*\*  
g) Discuss characters, setting, and events. \*\*\*\*

**K.10 The student will demonstrate comprehension of nonfiction texts.**  
b) Identify text features specific to the topic, such as titles, headings, and pictures. \*\*

**Writing**

**K.11 The student will print in manuscript.**  
a) Print uppercase and lowercase letters of the alphabet independently. \*\*  
b) Print his/her first name\*\* and last name. \*\*\*

**K.12 The student will write to communicate ideas for a variety of purposes.**  
a) Differentiate pictures from writing. \*\*  
b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. \*\*\*\*  
c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. \*\*\*\*  
d) Write left to right and top to bottom. \*\*

Second Semester, 3<sup>rd</sup> 9-Weeks

## Oral Language

- K.1 The student will demonstrate growth in the use of oral language. \*\*\*\***
- Listen to a variety of literary forms, including fiction, nonfiction, stories, and poems.
  - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
  - Participate in oral generation of language experience narratives.
  - Participate in creative dramatics.
  - Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings. \*\*\*\***
- Increase listening and speaking vocabularies.
  - Use number words.
  - Use words to describe/name people, places, and things.
  - Use words to describe/name locations, size, color, and shape.
  - Use words to describe/name actions.
  - Ask about words not understood.
  - Use vocabulary from other content areas.
- K.3 The student will build oral communication skills. \*\*\*\***
- Express ideas in complete sentences and express needs through direct requests.
  - Initiate conversations.
  - Follow implicit rules for conversation, including taking turns and staying on topic.
  - Listen and speak in informal conversations with peers and adults.
  - Participate in group and partner discussions about various texts and topics.
  - Use voice level, phrasing, and intonation appropriate for various language situations.
  - Follow one- and two-step directions.
  - Ask how and why questions.

- K.4 The student will identify, say, segment, and blend various units of speech sounds. \*\*\*\***
- Discriminate between spoken sentences, words, and syllables.
  - Identify and produce words that rhyme.
  - Blend and segment multisyllabic words at the syllable level.
  - Segment one-syllable words into speech sound units including beginning phonemes and ending rimes.
  - Identify words according to shared beginning sounds.

## Reading

- K.5 The student will understand how print is organized and read.**
- Match voice with print (concept of word). \*\*\*
- K.6 The student will demonstrate an understanding that print conveys meaning.**
- Identify common signs and logos. \*\*\*
  - Explain that printed materials provide information. \*\*\*\*
  - Read and explain own writing and drawings. \*\*\*\*
  - Read his/her name and demonstrate cumulative growth of reading **fifteen additional** meaningful, concrete words. \*\*\*
- K.7 The student will develop an understanding of basic phonetic principles.**
- Match consonant, short vowel, and initial consonant digraph and **blend sounds** to appropriate letters. \*\*\*\*
  - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. \*\*\*
- K.8 The student will expand vocabulary. \*\*\*\***
- Discuss meanings of words.
  - Develop vocabulary by listening to a variety of texts read aloud.

Second Semester, 3<sup>rd</sup> 9 weeks

**K.9 The student will demonstrate comprehension of fictional texts.**

- b) Relate previous experiences to what is read. \*\*\*\*
- c) Use pictures to make predictions. \*\*\*\*
- d) Ask and answer questions about what is read. \*\*\*\*
- e) Use story language in discussions and retellings. \*\*\*\*
- f) Retell familiar stories, using beginning, middle, and end.  
\*\*\*\*
- g) Discuss characters, setting, and events. \*\*\*\*
- f) Retell familiar stories, using beginning, middle, and end.  
\*\*\*\*

**K.10 The student will demonstrate comprehension of nonfiction texts. \*\*\*\***

Continue to promote standards from prior marking periods.

**Writing**

**K.11 The student will print in manuscript.**

Continue to promote standards from prior marking periods.

- b) Print his/her first \*\* and last names. \*\*\*

**K.12 The student will write to communicate ideas for a variety of purposes.**

- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. \*\*\*\*
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. \*\*\*\*

**K.13 The student will use available technology for reading and writing. \*\*\*\***

Second Semester, 4<sup>th</sup> 9 weeks

## Oral Language

- K.1 The student will demonstrate growth in the use of oral language. \*\*\*\***
- Listen to a variety of literary forms, including fiction, nonfiction, stories, and poems.
  - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
  - Participate in oral generation of language experience narratives.
  - Participate in creative dramatics.
  - Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings. \*\*\*\***
- Increase listening and speaking vocabularies.
  - Use number words.
  - Use words to describe/name people, places, and things.
  - Use words to describe/name locations, size, color, and shape.
  - Use words to describe/name actions.
  - Ask about words not understood.
  - Use vocabulary from other content areas.
- K.3 The student will build oral communication skills. \*\*\*\***
- Express ideas in complete sentences and express needs through direct requests.
  - Initiate conversations.
  - Follow implicit rules for conversation, including taking turns and staying on topic.
  - Listen and speak in informal conversations with peers and adults.
  - Participate in group and partner discussions about various texts and topics.
  - Use voice level, phrasing, and intonation appropriate for various language situations.
  - Follow one- and two-step directions.
  - Ask how and why questions.

- K.4 The student will identify, say, segment, and blend various units of speech sounds. \*\*\*\***
- Discriminate between spoken sentences, words, and syllables.
  - Identify and produce words that rhyme.
  - Blend and segment multisyllabic words at the syllable level.
  - Segment one-syllable words into speech sound units including beginning phonemes and ending rimes.
  - Identify words according to shared beginning sounds.

## Reading

- K.5 The student will understand how print is organized and read.**  
Continue to promote standards from prior marking periods.
- K.6 The student will demonstrate an understanding that print conveys meaning. \*\*\*\***
- Explain that printed materials provide information. \*\*\*\*
  - Read and explain own writing and drawings. \*\*\*\*
  - Read his/her name and demonstrate cumulative growth of **fifteen additional** meaningful, concrete words (**a comprehensive amount of fifty**). \*\*\*\*
- K.7 The student will develop an understanding of basic phonetic principles.**
- Match consonant, short vowel, and initial consonant digraph and **blend sounds** to appropriate letters. \*\*\*\*
- K.8 The student will expand vocabulary. \*\*\*\***
- Discuss meanings of words.
  - Develop vocabulary by listening to a variety of texts read aloud.
- K.9 The student will demonstrate comprehension of fictional texts. \*\*\*\***
- Relate previous experiences to what is read. \*\*\*\*
  - Use pictures to make predictions. \*\*\*\*
  - Ask and answer questions about what is read. \*\*\*\*
  - Use story language in discussions and retellings. \*\*\*\*
  - Retell familiar stories, using beginning, middle, and end. \*\*\*\*
  - Discuss characters, setting, and events. \*\*\*\*

**K.10**      **The student will demonstrate comprehension of nonfiction texts. \*\*\*\***  
Continue to promote standards from prior marking periods.

**Writing**

**K.11**      **The student will print in manuscript.**  
Continue to promote standards from prior marking periods.

**K.12**      **The student will write to communicate ideas for a variety of purposes.**  
b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. \*\*\*\*  
c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. \*\*\*\*

**K.13**      **The student will use available technology for reading and writing. \*\*\*\***