

# ELA: Kindergarten

## [VDOE Curriculum Framework](#)

	Communication & Multimodal Literacies	Reading	Writing & Research	
	<i>These skills are directly taught this quarter.</i>			
<b>Q1</b>	<p>K.1f Discuss various texts and topics collaboratively and with peers.</p> <p>K.1h Follow one- and two-step directions.</p> <p>K.1 i Ask how and why questions to see help, get information, or clarify information.</p>	<p>K.3a Begin to discriminate between spoken sentences, words, and syllables.</p> <p>K.3b Identify and produce words that rhyme.</p> <p>K.3c Blend and segment multisyllabic words at the syllable level.</p> <p>K.3d Blend and segment one-syllable words into phonemes including onset and rime.</p> <p>K.3e Identify words according to shared beginning.</p> <p>K.3f Blend sounds to make one-syllable words.</p> <p>K.3g Segment one-syllable words into individual phonemes.</p> <p>K.4a Hold print materials in the correct position.</p> <p>K.4b Identify the front cover, back cover, and title page of a book.</p> <p>K.4c Distinguish between print and pictures.</p> <p>K.4d Follow words from left to right and from top to bottom on a printed page.</p> <p>K.4e Match voice and print (concept of word).</p> <p>K.5a Identify common signs and logos.</p> <p>K.5b Explain that printed materials provide information.</p> <p>K.5c Read and explain own writing and drawings.</p> <p>K.5d Read his/her name and commonly used high frequency words.</p>	<p>K.6a Identify and name the capital and lowercase letters of the alphabet.</p> <p>K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. (consonant and short vowel a)</p> <p>K.6c Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p>K.6d Identify the initial consonant sounds in one-syllable words.</p> <p>K.6e Identify final consonant sounds in one-syllable words.</p> <p>K.7a Discuss meanings of words.</p> <p>K.7b Increase vocabulary by listening to a variety of texts read aloud.</p> <p>K.7c Use vocabulary from other content areas</p> <p>K.7d Ask about words not understood</p> <p>K.7e Use number words.</p> <p>K.8a Identify the role of an author and an illustrator.</p> <p>K.8b Relate previous experiences to what is read.</p> <p>K.8c Use pictures to make predictions.</p> <p>K.e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p> <p>K.9a Use pictures to identify topic and make predictions.</p> <p>K.9b Identify text features specific to topic, such as titles, headings and pictures.</p>	<p>K.10a Print capital and lowercase letters of the alphabet independently.</p> <p>K.10b Print his/her first name and last name.</p> <p>K.11a Differentiate pictures from writing.</p> <p>K.11b Use prewriting activities to generate ideas including drawing pictures.</p> <p>K.11c Use letters to phonetically spell words that describe pictures or experiences.</p> <p>K.11d Write left to right and top to bottom.</p> <p>K.11g Share writing with others.</p>

Communication & Multimodal Literacies	Reading		Writing & Research	
<i>These skills are directly taught this quarter. Instruction should continue to reinforce previously taught standards.</i>				
<b>Q2</b>	<p>K.1 Continue to review and reinforce</p> <p>K.2 Continue to review and reinforce</p>	<p>K.3a Begin to discriminate between spoken sentences, words, and syllables.</p> <p>K.3b Identify and produce words that rhyme.</p> <p>K.3c Blend and segment multisyllabic words at the syllable level.</p> <p>K.3d Blend and segment one-syllable words into phonemes including onset and rime.</p> <p>K.3e Identify words according to shared beginning and/or ending sounds.</p> <p>K.3f Blend sounds to make one-syllable words.</p> <p>K.3g Segment one-syllable words into individual phonemes.</p> <p>K.4d Follow words from left to right and from top to bottom on a printed page.</p> <p>K.4e Match voice and print (concept of word).</p> <p>K.5c Read and explain own writing and drawings.</p> <p>K.5d Read his/her name and commonly used high frequency words.</p> <p>K.6a Identify and name the capital and lowercase letters of the alphabet.</p> <p>K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. (consonant and short vowels: a, o and i)</p> <p>K.6c Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p>K.6d Identify the initial consonant sounds in one-syllable words.</p> <p>K.6e Identify final consonant sounds in one-syllable words.</p>	<p>K.7a Discuss meanings of words.</p> <p>K.7b Increase vocabulary by listening to a variety of texts read aloud.</p> <p>K.7c Use vocabulary from other content areas</p> <p>K.7d Ask about words not understood</p> <p>K.7f Use nouns to identify and name people, places, and things.</p> <p>K.8a Identify the role of an author and an illustrator.</p> <p>K.8b Relate previous experiences to what is read.</p> <p>K.8c Use pictures to make predictions.</p> <p>K.8d Ask and answer questions about what is read.</p> <p>K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p> <p>K.9a Use pictures to identify topic and make predictions.</p> <p>K.9b Identify text features specific to topic, such as titles, headings and pictures.</p> <p>K.9c Ask and answer questions about what is read.</p>	<p>K.10a Print capital and lowercase letters of the alphabet independently.</p> <p>K.10b Print his/her first name and last name.</p> <p>K.11a Differentiate pictures from writing.</p> <p>K.11b Use prewriting activities to generate ideas including drawing pictures.</p> <p>K.11c Use letters to phonetically spell words that describe pictures or experiences.</p> <p>K.11d Write left to right and top to bottom.</p> <p>K.11e Compose simple sentences.</p> <p>K.11f Begin each sentence with a capital letter and use ending punctuation.</p> <p>K.11g Share writing with others.</p> <p>K.12a Generate topics of interest.</p> <p>K.12b Generate questions to gather information.</p> <p>K.12c Identify pictures, texts, or people as sources of information.</p> <p>K.12d Find information from provided sources.</p>

Communication & Multimodal Literacies	Reading	Writing & Research	
<i>These skills are directly taught this quarter. Instruction should continue to reinforce previously taught standards.</i>			
<b>Q3</b>	<p>K.1 Continue to review and reinforce</p> <p>K.2 Continue to review and reinforce</p>	<p>K.3a Begin to discriminate between spoken sentences, words, and syllables.</p> <p>K.3b Identify and produce words that rhyme.</p> <p>K.3c Blend and segment multisyllabic words at the syllable level.</p> <p>K.3d Blend and segment one-syllable words into phonemes including onset and rime.</p> <p>K.3e Identify words according to shared beginning.</p> <p>K.3f Blend sounds to make one-syllable words.</p> <p>K.3g Segment one-syllable words into individual phonemes.</p> <p>K.4e Match voice and print (concept of word).</p> <p>K.5c Read and explain own writing and drawings.</p> <p>K.5d Read his/her name and commonly used high frequency words.</p>	<p>K.6a Identify and name the capital and lowercase letters of the alphabet.</p> <p>K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p> <p>K.6c Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p>K.6d Identify the initial consonant sounds in one-syllable words.</p> <p>K.6e Identify final consonant sounds in one-syllable words.</p> <p>K.7a Discuss meanings of words.</p> <p>K.7b Increase vocabulary by listening to a variety of texts read aloud.</p> <p>K.7c Use vocabulary from other content areas</p> <p>K.7d Ask about words not understood</p> <p>K.7h Use verbs to identify actions.</p> <p>K.8b Relate previous experiences to what is read.</p> <p>K.8c Use pictures to make predictions.</p> <p>K.8d Ask and answer questions about what is read.</p> <p>K.e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p> <p>K.9a Use pictures to identify topic and make predictions.</p> <p>K.9b Identify text features specific to the topic, such as titles, headings and pictures.</p> <p>K.9c Ask and answer questions about what is read.</p>

Communication & Multimodal Literacies	Reading	Writing & Research		
<i>These skills are directly taught this quarter. Instruction should continue to reinforce previously taught standards.</i>				
<b>Q4</b>	<p>K.1 Continue to review and reinforce</p> <p>K.2 Continue to review and reinforce</p>	<p>K.3a Begin to discriminate between spoken sentences, words, and syllables.</p> <p>K.3b Identify and produce words that rhyme.</p> <p>K.3c Blend and segment multisyllabic words at the syllable level.</p> <p>K.3d Blend and segment one-syllable words into phonemes including onset and rime.</p> <p>K.3e Identify words according to shared beginning.</p> <p>K.3f Blend sounds to make one-syllable words.</p> <p>K.3g Segment one-syllable words into individual phonemes.</p> <p>K.4 Continue to review and reinforce</p> <p>K.5c Read and explain own writing and drawings.</p> <p>K.5d Read his/her name and commonly used high frequency words.</p> <p>K.6a Identify and name the capital and lowercase letters of the alphabet.</p> <p>K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p> <p>K.6c Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p>K.6d Identify the initial consonant sounds in one-syllable words.</p> <p>K.6e Identify final consonant sounds in one-syllable words</p>	<p>K.7a Discuss meanings of words.</p> <p>K.7b Increase vocabulary by listening to a variety of texts read aloud.</p> <p>K.7c Use vocabulary from other content areas</p> <p>K.7d Ask about words not understood</p> <p>K.7f Use nouns to identify and name people, places, and things.</p> <p>K.7g Use adjectives to describe location, size, color, and shape.</p> <p>K.8b Relate previous experiences to what is read.</p> <p>K.8c Use pictures to make predictions.</p> <p>K.8d Ask and answer questions about what is read.</p> <p>K.e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p> <p>K.9a Use pictures to identify topic and make predictions.</p> <p>K.9b Identify text features specific to topic, such as titles, headings and pictures.</p> <p>K.9c Ask and answer questions about what is read.</p>	<p>K.10a Print capital and lowercase letters of the alphabet independently.</p> <p>K.10b Print his/her first name and last name.</p> <p>K.11b Use prewriting activities to generate ideas including drawing pictures.</p> <p>K.11c Use letters to phonetically spell words that describe pictures or experiences.</p> <p>K.11e Compose simple sentences.</p> <p>K.11f Begin each sentence with a capital letter and use ending punctuation.</p> <p>K.11g Share writing with others.</p> <p>K.12a Generate topics of interest.</p> <p>K.12b Generate questions to gather information.</p> <p>K.12c Identify pictures, texts, or people as sources of information.</p> <p>K.12d Find information from provided sources.</p>

### Continual Reinforcement

These standards should be reviewed and reinforced in every quarter through ELA instruction and in other content areas.

K.1 The student will build oral communication skills.	K.2 The student will demonstrate growth in oral, early literacy skills.
a) Listen actively and speak using agreed-upon rules for discussion.	a) Listen and respond to a variety of text and media.
b) Express ideas in complete sentences and express needs through direct requests.	b) Participate in a variety of oral language activities including choral and echo speaking and recitation.
c) Initiate conversations.	c) Tell stories orally.
d) Follow implicit rules for conversation, including taking turns and staying on topic.	d) Participate in creative dramatics.
e) Listen and speak in informal conversations with peers and adults.	
g) Use voice level, phrasing, intonation appropriate for various language situations.	
j) Work respectfully with others.	