First Nine Weeks

Grade: KG	Subject: English	Year: 2016-2017

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Oral Language The student will demonstrate growth in the use of oral language. • Listen (attend) to a variety of literary forms, including stories and poems. (fiction and nonfiction) **(K.1a)** • 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. (memorize and recite) **(K.1b)** • Participate in oral generation of language experience narratives. **(K.1c)** • Participate in creative dramatics. **(K.1d)** • Use complete sentences that include subject, verb, and object. **(K.1e)**	• listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • generate ideas to develop a group language experience narrative. • dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip). • dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet). • use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets). • participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking. • use complete sentences that include subject, verb, and object when speaking.		listen respond discuss participate recognize rhyming	Demonstrate-L3 Use-L3 Listen-L1 Partcipate-L3 Speaking-L1 Recitation-L1 Ask-L2 Answer-L1 Generate-L6 Develop-L3 Dictate-L2 Create-L6 Retell-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	The student will expand understanding and use of word meanings. • Increase listening and speaking vocabularies. **(K.2a)** • Ask about words not understood. **(K.2f)** • Use vocabulary from other content areas. **(K.2g)**	• recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. • use vocabulary from content areas during partner or group activities and during teacher-directed instruction.		ask	Expand-L3 Use-L3 Increase-L3 Listening-L1 Speaking-L1 Ask-L2 Recognize-L1 Understand-L2 Clarification-L2
	The student will build oral communication skills. • Express ideas in complete sentences and express needs through direct requests. **(K.3a)** • Begin to initiate conversations. **(K.3b)** • Begin to follow implicit rules for conversation, including taking turns and staying on topic. **(K.3c)** • Participate in group and partner discussions about various texts and topics. **(K.3e)** • Begin to use voice level, phrasing, and intonation appropriate for various language situations. **(K.3f)** • Follow one- and two-step directions. (1st nine weeks – one-step directions) **(K.3g)**	• speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. • verbally express needs through direct requests. • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). • initiate conversations with peers and teachers in a variety of school settings. • participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). • listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.			Build-L3 Express-L2 Initiate-L2 Follow-L3 Participate-L3 Use-L3 Ask-L2 Speak-L1 Listen-L1 Discuss-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Begin to ask how and why questions. **(K.3h)**	• wait for their turn to speak, allowing others to speak without unnecessary interruptions. • maintain conversation on topic through multiple exchanges. • in group and partner discussions clearly state a thought related to the book or topic being discussed. • begin to use voice level, phrasing, and intonation appropriate for the language situation. • match language to the purpose, situation, environment, and audience. • repeat and follow one- and two-step oral directions. • ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.			Wait-L1 Speak-L1 Maintain-L3 State-L2 Use-L3 Match-L1 Ask-L2 Seek-L1 Clarify-L2
	• Recite the alphabet in order (Reading Strand) (Continue into 2nd nine weeks) **(K.7a)**	• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.			Recite-L1 Recognize-L1 Name-L1
	Reading The student will demonstrate an understanding that print conveys meaning. • Identify common signs and logos. **(K.6a)** • Read and explain own writing and drawings. (Communicate ideas through pictures.) **(K.6c)**	• recognize and identify common signs, logos, and labels. • read and explain their own drawings and writings. • locate commonly used words and phrases in familiar text. • recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.)			Demonstrate-L3 Convey-L6 Identify-L2 Read-L1 Explain-L2 Recognize-L1 Locate-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Read his/her name and read fifteen meaningful, concrete words. **(1st nine weeks – recognize first name and 5 high frequency words) (K.6d)**	• recognize and identify their own first and last names.	1st Nine Weeks Site Word List: a the can I see		Read-L1 Recognize-L1 Identify-L2
	The student will develop an understanding of basic phonetic principles. • Identify and name the uppercase and lowercase letters of the alphabet. **(K.7a)** • Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. **(1st nine weeks - Identify, name, and match 3 uppercase and 3 lower case letters when shown in random order.) (K.7b)**	• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. • match uppercase and lowercase letter pairs. • produce the usual sounds of consonants, short vowels and initial consonant digraphs. • write the grapheme (letter) that represents a spoken sound. • use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. • distinguish between similarly spelled words by identifying sounds of the letters that differ. • segment onsets and rimes and begin to blend to form the words.			Develop-L3 Identify-L2 Name-L1 Match-L1 Recognize-L1 Produce-L3 Write-L3 Use-L3 Distinguish-L2 Segment-L4 Blend-L3
	The student will expand vocabulary. • Discuss meanings of words. **(K.8a)** • Develop vocabulary by listening to a variety of texts read aloud. **(K.8b)**	• discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. • identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*).			Expand-L3 Discuss-L2 Develop-L3 Listening-L1 Identify-L2 Apply-L3 Knowing-L1 Learning-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		• sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white* cat). (Students are not required to know the term adjective at this level.) • ask and respond to questions about unknown words in a text. • identify real-life connections between words and their use (e.g., places that are *loud*). • use newly learned words in literacy tasks.			Sort-L4 Use-L3 Distinguish-L2 Ask-L2 Respond-L2 Identify-L2
	The student will demonstrate comprehension of fictional texts. • Relate previous experiences to what is read. **(K.9b)** • Begin to ask and answer questions about what is read. **(K.9d)**	• 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. • ask and respond to simple questions about the content of a book.	Trade books Library Reading A-Z	fiction author illustrator predict illustrations characters setting events retell discuss sequence	Demonstrate-L3 Relate-L2 Ask-L2 Answer-L1 Link-L4 Make sense-L2 Talk-L1 Give evidence-L2 Understand-L2 Respond-L2
	Writing The student will write to communicate ideas for a variety of purposes. • Differentiate pictures from writing. **(K.12a)**	• distinguish print from pictures. • write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). • write on assigned and/or self-selected topics.	Guided Reading Books Reading A-Z	draw write left right top bottom beginning	Write-L6 Differentiate-L2 Distinguish-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Draw pictures and/or use letters and phonetically spelled words to write about experiences. **(K.12b)**	• use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is …). • use writing, dictation, and drawing to narrate an event.			Draw-L3 Use-L3 Write-L6 Compose-L6 State-L2 Provide-L2 Narrate-L3
	• The student will use available technology for reading and writing. **(All four nine weeks) (Use computer mouse with accuracy) (K.13)**	• use available digital tools for reading and writing. • ask and respond to questions about material presented through various media formats. • share their writing with others.	Classroom computers Computer labs Smart Board	technology read write	Use-L3 Reading-L1 Writing-L6 Ask-L2 Respond-L2 Share-L3

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Review and build on all skills **Oral Language** • Listen (attend) to a variety of literary forms, including stories and poems. (fiction and nonfiction: classify-categorize; predict; distinguish fact from fantasy) **(K.1a)** • 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. (memorize and recite) **(K.1b)** • Participate in creative dramatics. **(K.1d)**	• listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.			Listen-L1 Classify-L4 Categorize-L4 Predict-L6 Distinguish-L2 Participate-L3 Speaking-L1 Recitation-L1 Memorize-L1 Ask-L2 Answer-L1
	• Use number words. **(K.2b)** • Use words to describe/name people, places, and things. (Nouns – continue in the 3rd nine weeks) **(K.2c)**	• understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction. • use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.			Use-L3 Describe-L2 Name-L1 Understand-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Use words to describe/name location, size, color, and shape. (adjective – continue in the 3rd nine weeks) **(K.2d)** • Ask about words not understood. **(K.2f)** • Use vocabulary from other content areas. **(K.2g)**	• use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction. • use words to show direction and location (e.g., *on*, *off*, *in*, *out*, *over*, *under*, *between*, and *beside*). • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. • use vocabulary from content areas during partner or group activities and during teacher-directed instruction.			Use-L3 Describe-L2 Name-L1 Ask-L2 Recognize-L1 Clarification-L2
	• Begin to initiate conversations. **(K.3b)** • Begin to follow implicit rules for conversation, including taking turns and staying on topic. **(K.3c)** • Listen and speak in informal conversations with peers and adults. **(K.3d)**	• participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). • initiate conversations with peers and teachers in a variety of school settings. • listen attentively to others in a variety of formal and informal settings involving peers and adults. • participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).			Initiate-L2 Follow-L3 Listen-L1 Speak-L1 Participate-L3 Expressing-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Participate in group and partner discussions about various texts and topics. **(K.3e)** • Follow one- and two-step directions. (1st nine weeks – one-step directions) **(K.3g)**	• listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • wait for their turn to speak, allowing others to speak without unnecessary interruptions. • maintain conversation on topic through multiple exchanges. • in group and partner discussions clearly state a thought related to the book or topic being discussed. • repeat and follow one- and two-step oral directions.			Participate-L3 Follow-L3 Listen-L1 Discuss-L2 Wait-L1 Speak-L1 Maintain-L3 State-L2 Repeat-L1
	The student will identify, say, segment, and blend various units of speech sounds. • Begin to discriminate between spoken sentences, words, and syllables. **(K.4a)** • Identify and produce words that rhyme. **(K.4b)** • Blend and segment multisyllabic words at the syllable level. **(K.4c)**	• focus on speech sounds. • demonstrate the concept of word by segmenting spoken sentences into individual words. • segment a word into individual syllables by clapping hands or snapping fingers. • discriminate between large phonological units of running speech, sentences, words, and syllables. • identify a word that rhymes with a spoken word. • supply a word that rhymes with a spoken word.			Identify-L2 Say-L2 Segment-L4 Blend-L3 Discriminate-L2 Produce-L3 Focus-L2 Demonstrate-L3 Supply-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Identify words according to shared beginning and/or ending sounds. (1st nine weeks - isolate beginning sounds of a spoken word ,sort pictures of same beginning sound, and supply words with shared sounds) **(K.4e)**	• produce rhyming words and recognize pairs of rhyming words presented orally. • 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. • blend and segment multisyllabic words into syllables (e.g., the teacher asks students to *say robot without the /ro-/* and students respond with */bot/*). • recognize similarities and differences in beginning and ending sounds of words. • produce a word that has the same beginning or ending sound as a spoken word (e.g., */sock/- /sun/* and */hot/- /rat/*). • identify pictures of objects whose names share the same beginning or ending sound. • sort pictures or objects whose names share the same beginning or ending sound. • substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say *cat*, but in the place of */c/* she asks them to say */b/*, and the student responds with *bat*).			Identify-L2 Isolate-L4 Sort-L4 Supply-L2 Produce-L3 Recognize-L1 Generate-L6 Blend-L3 Segment-L4 Sort-L4 Substitute-L6

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Reading The student will understand how print is organized and read. • Hold print materials in the correct position. **(K.5a)** • Identify the front cover, back cover, and title page of a book. **(K.5b)** • Distinguish between print and pictures. **(K.5c)** • Match voice with print (concept of word). **(K.5e)**	• 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. • locate lines of text, words, letters, and spaces. • match voice with print in syllables, words, and phrases. • locate and name periods, question marks, and exclamation points.			Understand -L2 Hold-L3 Identify-L2 Distinguish-L2 Match-L1 Turn-L3 Locate-L1 Name-L1
	• Explain that printed materials provide information. **(K.6b)** • Read and explain own writing and drawings. **(K.6c)** • Read his/her name and read fifteen meaningful, concrete words. (2nd nine weeks – 14 high frequency words) **(K.6d)**	• explain that printed material provides information. • read and explain their own drawings and writings. • locate commonly used words and phrases in familiar text. • recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) • recognize and identify their own first and last names.	2nd Nine Weeks Site Word List: at am like is big in it but look my we little to go		Read-L1 Explain-L2 Locate-L1 Recognize-L1 Identify-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Identify and name the uppercase and lowercase letters of the alphabet. (2nd nine weeks - Identify, name, and match 12 uppercase and 12 lower case letters when shown in random order) **(K.7a)** • Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. **(K.7b)**	• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. • match uppercase and lowercase letter pairs. • produce the usual sounds of consonants, short vowels and initial consonant digraphs. • write the grapheme (letter) that represents a spoken sound. • use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. • distinguish between similarly spelled words by identifying sounds of the letters that differ. • segment onsets and rimes and begin to blend to form the words.			Identify-L2 Name-L1 Match-L1 Recognize-L1 Produce-L3 Write-L3 Use-L3 Distinguish-L2 Segment-L4 Blend-L3
	The student will demonstrate comprehension of fictional texts. • Use pictures to make predictions. **(K.9c)** • Discuss characters, setting, and events. 2nd nine weeks – discuss characters) **(K.9g)**	• make ongoing predictions based on illustrations and text. • describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict). • link knowledge from their own experiences to make sense of and talk about a text. • use descriptive language to talk about characters, settings, and events of a story.	Trade books Library Reading A=Z	fiction author illustrator predict illustrations characters setting events retell discuss sequence	Demonstrate-L3 Use-L3 Make predictions-L6 Discuss-L2 Describe-L2 Link-L4 Make sense-L2 Talk-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Writing The student will print in manuscript. • Print uppercase and lowercase letters of the alphabet independently. **(K.11a)** • Print his/her first and last names. (2nd nine weeks – first name only) **(K.11b)**	• use appropriate pencil grip. • print upper- and lower-case letters of the alphabet legibly and independently. • use manuscript letter formation. • use manuscript number formation. • form the letters of and space their first and last names. • write their first and last names for a variety of purposes.	Alphabet strip charts Handwriting guide Dry erase boards Chalkboards	print uppercase lowercase alphabet first name last name	Print-L3 Use-L3 Form-L3 Space-L1 Write-L3
	The student will write to communicate ideas for a variety of purposes. • Draw pictures and/or use letters and phonetically spelled words to write about experiences. **(K.12b)**	• write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). • write on assigned and/or self-selected topics. • use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is …). • use writing, dictation, and drawing to narrate an event.	Guided reading books Reading A-Z	draw write left right top bottom beginning label journal	Write-L6 Draw-L3 Use-L3 Compose-L6 State-L2 Provide-L2 Narrate-L3

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Review and build on all skills **Oral Language** • Listen (attend) to a variety of literary forms, including stories and poems. (fiction and nonfiction: classify-categorize; predict; distinguish fact from fantasy, sequence, summarize) **(K.1a)** • 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. (memorize and recite) **(K.1b)** • Participate in creative dramatics. **(K.1d)**	• listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.			Listen-L1 Classify-L4 Categorize-L4 Predict-L6 Distinguish-L2 Participate-L3 Speaking-L1 Recitation-L1 Memorize-L1 Ask-L2 Answer-L1
	• Use words to describe/name actions. (3rd nine weeks – verbs) (Continue in 4th nine weeks) **(K.2e)** • Ask about words not understood. **(K.2f)**	• 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. • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult.			Use-L3 Describe-L2 Ask-L2 Recognize-L1 Understand-L2 Clarification-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Use vocabulary from other content areas. **(K.2g)**	• use vocabulary from content areas during partner or group activities and during teacher-directed instruction.			Use-L3
	• Begin to initiate conversations. **(K.3b)** • Begin to follow implicit rules for conversation, including taking turns and staying on topic. **(K.3c)** • Listen and speak in informal conversations with peers and adults. **(K.3d)** • Participate in group and partner discussions about various texts and topics. **(K.3e)**	• initiate conversations with peers and teachers in a variety of school settings. • listen attentively to others in a variety of formal and informal settings involving peers and adults. • participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). • listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • wait for their turn to speak, allowing others to speak without unnecessary interruptions.			Initiate-L2 Follow-L3 Listen-L1 Speak-L1 Participate-L3 Discuss-L2 Wait-L1
	• Identify and produce words that rhyme. (Identify and isolate consonant digraphs *ch*, *sh*, & *th)* **(K.4b)**	• identify a word that rhymes with a spoken word. • supply a word that rhymes with a spoken word. • produce rhyming words and recognize pairs of rhyming words presented orally.			Identify-L2 Produce-L3 Supply-L1 Recognize-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Blend and segment multisyllabic words at the syllable level. (Clap syllables) **(K.4c)** • Identify words according to shared beginning and/or ending sounds. (Identify and isolate ending sounds of a spoken word, sort pictures of same ending sound, and supply words with shared sounds) **(K.4e)**	• 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. • blend and segment multisyllabic words into syllables (e.g., the teacher asks students to *say robot without the /ro-/* and students respond with */bot/*). • produce a word that has the same beginning or ending sound as a spoken word (e.g., */sock/- /sun/* and */hot/- /rat/*). • identify pictures of objects whose names share the same beginning or ending sound. • sort pictures or objects whose names share the same beginning or ending sound. • blend three spoken phonemes to make words (e.g., the teacher says */c/ /a/ /t/*, and the student blends the phonemes to say the word *cat*). • substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say *cat*, but in the place of */c/* she asks them to say */b/*, and the student responds with *bat*).			Blend-L3 Segment-L4 Identify-L2 Isolate-L4 Sort-L4 Supply-L2 Generate-L6 Produce-L3 Substitute-L6 Follow-L3
	Reading • Follow words from left to right and from top to bottom on a printed page. **(K.5d)**	• follow text with a finger, pointing to each word as it is read from left to right and top to bottom.			Follow-L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Read and explain own writing and drawings. (communicates ideas through beginning letters) **(K.6c)** • Read his/her name and read fifteen meaningful, concrete words. (3rd nine weeks – 15 high frequency words; recognize last name) **(K.6d)**	• read and explain their own drawings and writings. • locate commonly used words and phrases in familiar text. • recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) • recognize and identify their own first and last names.	3rd Nine Weeks Site Word List: have not do one two three red yellow blue here and you jump play run		Read-L1 Explain-L2 Locate-L1 Recognize-L1 Identify-L2
	• Identify and name the uppercase and lowercase letters of the alphabet. (3rd nine weeks - Identify, name, and match 21 uppercase and 21 lower case letters when shown in random order.) **(K.7a)** • Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. **(K.7b)** • Identify beginning consonant sounds in single-syllable words. **(K.7d)**	• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. • match uppercase and lowercase letter pairs. • produce the usual sounds of consonants, short vowels and initial consonant digraphs. • write the grapheme (letter) that represents a spoken sound. • use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. • distinguish between similarly spelled words by identifying sounds of the letters that differ. • segment onsets and rimes and begin to blend to form the words.			Identify-L2 Name-L1 Match-L1 Recognize-L1 Produce-L3 Write-L3 Use-L3 Distinguish-L2 Segment-L4 Blend-L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		• isolate initial consonants in single-syllable words (e.g., */t/* is the first sound in *top*). • identify long and short sounds with common spellings for the five major vowels.			Isolate-L4 Identify-L2
	• Identify what an author does and what an illustrator does. **(K.9a)** • Retell familiar stories, using beginning, middle, and end. **(K.9f)** • Discuss characters, setting, and events. **(K.9g)**	• identify the roles of the author and the illustrator of selected texts. • use vocabulary from a story in discussions and retellings. • retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end). • use words to sequence events (e.g., *before*, *after*, and *next*). • produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud. • use descriptive language to talk about characters, settings, and events of a story.	Trade books Library Reading A-Z	fiction author illustrator predict illustrations character setting events retell discuss sequence	Identify-L2 Retell-L2 Discuss-L2 Use-L3 Arranging-L4 Sequence-L4 Produce-L3 Talk-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Writing Continue all objectives in the fourth nine weeks • Draw pictures and/or use letters and phonetically spelled words to write about experiences. **(K.12b)** • Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. **(K.12c)** • Write left to right and top to bottom. **(K.12d)**	• write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). • write on assigned and/or self-selected topics. • use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is). • use writing, dictation, and drawing to narrate an event. • 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. • write left to right and top to bottom.	Guided reading books Reading A-Z	draw write left right top bottom beginning	Draw-L3 Use-L3 Write-L6 Spell-L1 Describe-L2 Write-L3 Compose-L6 State-L2 Provide-L2 Narrate-L3 Generate-L6 Make meaning-L6 Creating-L6

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Review and build on all skills **Oral Language** • Listen (attend) to a variety of literary forms, including stories and poems. (fiction and nonfiction: understand author's purpose; classify-categorize; predict; compare-contrast; distinguish main idea; problem solve; distinguish fact from fantasy; sequence; summarize, understand cause and effect) **(K.1a)** • 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. (memorize and recite) **(K.1b)** • Participate in creative dramatics. **(K.1d)**	• listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.			Listen-L1 Understand-L2 Classify-L4 Categorize-L4 Predict-L6 Compare-L4 Contrast-L4 Distinguish-L2 Problem solve-L3 Sequence-L4 Summarize-L2 Participate-L3 Speaking-L1 Recitation-L1 Memorize-L1 Ask-L2 Answer-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Use words to describe/name people, places, and things. Adjective) **(K2.c)** • Use words to describe/name actions. **(K.2e)** • Ask about words not understood. **(K.2f)** • Use vocabulary from other content areas. **(K.2g)**	• use words to describe or name people, places, feelings, and things during partner and group 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. • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. • use vocabulary from content areas during partner or group activities and during teacher-directed instruction.			Use-L3 Describe-L2 Name-L1 Ask-L2 Recognize-L1 Understand-L2 Clarification-L2
	• Express ideas in complete sentences and express needs through direct requests. **(K.3a)** • Begin to initiate conversations. **(K.3b)** • Listen and speak in informal conversations with peers and adults. **(K.3d)** • Participate in group and partner discussions about various texts and topics. **(K.3e)** • Follow one- and two-step directions. (4th nine weeks – two-step directions) **(K.3g)**	• speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. • verbally express needs through direct requests. • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). • initiate conversations with peers and teachers in a variety of school settings. • listen attentively to others in a variety of formal and informal settings involving peers and adults.			Express-L2 Initiate-L2 Listen-L1 Speak-L1 Participate-L3 Follow-L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		• participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). • listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • wait for their turn to speak, allowing others to speak without unnecessary interruptions. • maintain conversation on topic through multiple exchanges. • repeat and follow one- and two-step oral directions.			Participate-L3 Listen-L1 Discuss-L2 Wait-L1 Speak-L1 Maintain-L3 Repeat-L1 Follow-L3
	• Identify and produce words that rhyme. **(K.4b)** • Blend and segment multisyllabic words at the syllable level. **(K.4c)** • Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). **(K.4d)**	• identify a word that rhymes with a spoken word. • supply a word that rhymes with a spoken word. • produce rhyming words and recognize pairs of rhyming words presented orally. • 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.			Identify-L2 Produce-L3 Blend-L3 Segment-L4 Supply-L2 Recongnize-L1 Generate-L6

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		• blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/- /ack/). • blend and segment multisyllabic words into syllables (e.g., the teacher asks students to *say robot without the /ro-/* and students respond with */bot/*). • recognize that a word can be segmented into individual speech sound units. • recognize how phonemes sound when spoken in isolation. • blend three spoken phonemes to make words (e.g., the teacher says */c/ /a/ /t/*, and the student blends the phonemes to say the word *cat*). • segment one-syllable words into onset and rime (e.g., the teacher says the word *hat* and when asked, the student verbally says */h/* for the onset and */-at/* for the rime.) Students are not expected to know the terms onset and rime. • segment one-syllable words into speech sound units (e.g., the teacher says the word *bat*, and the student segments the sounds */b/- /a/- /t/*).			Blend-L3 Segment-L4 Recognize-L1 Spoken-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Nonobjective • Identify and isolate medial sounds of a spoken word(s) • Blend sounds (phonemes) to make spoken one-syllable words (CVC)				Identify-L2 Isolate-L4 Blend-L3
	• Follow words from left to right and from top to bottom on a printed page. **(K.5d)** • Match voice with print (concept of word). **(K.5e)**	• follow text with a finger, pointing to each word as it is read from left to right and top to bottom. • locate lines of text, words, letters, and spaces. • match voice with print in syllables, words, and phrases. • locate and name periods, question marks, and exclamation points.			Follow-L3 Match-L1 Locate-L1 Name-L1
	• Read and explain own writing and drawings. **(K.6c)** • Read his/her name and read fifteen meaningful, concrete words. . (4th nine weeks – 15 high frequency words; recognize last name) **(K.6d)**	• read and explain their own drawings and writings. • locate commonly used words and phrases in familiar text. • recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) • recognize and identify their own first and last names.	4th Nine Weeks Site Word List: what up get where that away come down find for funny help make me said		Read-L1 Explain-L2 Locate-L1 Recognize-L1 Identify-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

	• Identify and name the uppercase and lowercase letters of the alphabet. **(K.7a)**
	• Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. **(K.7b)**
	• Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. **(K.7c)**
		• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
		• match uppercase and lowercase letter pairs.
		• produce the usual sounds of consonants, short vowels and initial consonant digraphs.
		• write the grapheme (letter) that represents a spoken sound.
		• use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
		• distinguish between similarly spelled words by identifying sounds of the letters that differ.
		• segment onsets and rimes and begin to blend to form the words.
		• demonstrate concept of word by:
		    ◦ tracking familiar print from left to right and top to bottom; and
		    ◦ matching spoken words to print including words with more than one syllable.
					Identify-L2
					Name-L1
					Match-L1
					Demonstrate-L3
					Reading-L1
					Recognize-L1
					Produce-L3
					Write-L3
					Use-L3
					Distinguish-L2
					Segment-L4
					Blend-L3
					Tracking-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Use story language in discussions and retellings. **(K.9e)** • Retell familiar stories, using beginning, middle, and end. **(K.9f)** • Discuss characters, setting, and events. **(K.9g)**	• use vocabulary from a story in discussions and retellings. • retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end). • use words to sequence events (e.g., *before*, *after*, and *next*). • produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud. • use descriptive language to talk about characters, settings, and events of a story. • recognize various types of fictional texts (e.g., storybooks, poems).			Use-L3 Retell-L2 Discuss-L2 Arranging-L4 Sequence-L4 Produce-L3 Demonstrate-L3 Talk-L1 Recognize-L1
	The student will demonstrate comprehension of nonfiction texts. • Use pictures to identify topic and make predictions. **(K.10a)** • Identify text features specific to the topic, such as titles, headings, and pictures. **(K.10b)**	• make ongoing predictions based on graphics and text. • relate pictures and illustrations to the text in which they appear. • link knowledge from their own experiences to make sense of and talk about a text. • identify the topic of a nonfiction selection. • ask and respond to simple questions about the content of a book. • discuss simple facts and information relevant to the topic.			Demonstrate-L3 Use-L3 Identify-L2 Make predictions-L6 Relate-L2 Link-L4 Make sense-L2 Talk-L1 Ask-L2 Respond-L2 Discuss-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		• identify text features including titles, headings and pictures in text. • identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			Identify-L2 Define-L1
	Nonobjective • Locate words, letters, spaces, and lines of text • Locate punctuation marks: period, question mark, exclamation point • Retell information gathered from looking at a picture or from listening to a text read to them				Locate-L1 Retell-L2 Looking-L1 Listening-L1
	Writing • Print uppercase and lowercase letters of the alphabet independently. **(K.11a)** • Print his/her first and last names. **(K.11b)**	• use appropriate pencil grip. • print upper- and lower-case letters of the alphabet legibly and independently. • use manuscript letter formation. • use manuscript number formation. • form the letters of and space their first and last names. • write their first and last names for a variety of purposes. • capitalize the first word in a sentence and the pronoun *I*.			Print-L3 Use-L3 Form-L3 Write-L3 Capitalize-L3