

# Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction ~~selections~~ texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

## Oral Language

- 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 a variety of oral language activities including choral and echo speaking and recite 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.~~ [Moved to SOL K.1d]
  - Participate in creative dramatics. Begin to discriminate between spoken sentences, words, ~~and syllables.~~ [Moved to SOL K.4a]
  - Use complete sentences that include subject, verb, and object. Recognize rhyming words. [Moved to SOL K.4b]
  - ~~Generate rhyming words in a rhyming pattern.~~ [Moved to SOL K.4b]
- K.2 The student will ~~use listening and speaking vocabularies.~~ expand understanding and use of word meanings.
- Increase listening and speaking vocabularies. Use number words. [Moved to SOL K.2b]
  - Use number words. Use words to describe/name people, places, and things. [Moved to SOL K.2c]
  - Use words to describe/name people, places, and things. Use words to describe location, ~~size, color, and shape.~~ [Moved to SOL K.2d]
  - Use words to describe/name location, size, color, and shape. Use words to describe ~~actions.~~ [Moved to SOL K.2e]
  - Use words to describe/name actions. Ask about words not understood. [Moved to SOL K.2f]
  - Ask about words not understood. Follow one-step and two-step directions. [Moved to SOL K.3g]
  - Use vocabulary from other content areas. Begin to ask how and why questions. [Moved to SOL K.3h]

- K.3 The student will build oral communication skills.
- ~~Express ideas in complete sentences and express needs through direct requests. Begin to follow implicit rules for conversation, including taking turns and staying on topic.~~ [Moved to SOL K.3c]
  - ~~Begin to initiate conversations. Express ideas and needs in complete sentences.~~ [Moved to SOL K.3a]
  - Begin to follow implicit rules for conversation, including taking turns and staying on topic.
  - ~~Listen and speak in informal conversations with peers and adults. Begin to use voice level, phrasing, and intonation appropriate for language situation.~~ [Moved to SOL K.3f]
  - ~~Participate in group and partner discussions about various texts and topics. Begin to initiate conversations.~~ [Moved to SOL K.3b]
  - ~~Begin to use voice level, phrasing, and intonation appropriate for various language situations. Participate in discussions about books and specific topics.~~ [Moved SOL to K.3e]
  - Follow one-step and two-step directions.
  - Begin to ask how and why questions.

- K.4 The student will ~~hear~~ identify, say, and manipulate phonemes (small units of sound) of spoken language, segment, and blend various units of speech sounds.
- ~~Begin to discriminate between spoken sentences, words, and syllables. Identify orally words that rhyme.~~ [Moved to SOL K.4b]
  - ~~Identify and produce words that rhyme. Identify words orally according to shared beginning or ending sounds.~~ [Moved to SOL K.4e]
  - Blend and segment multisyllabic words at the syllable level.
  - Divide Segment one-syllable words into speech sounds units (phonemes) including beginning phoneme(s) (onset) and ending (rimes).
  - ~~Divide words into syllables Identify words orally according to shared beginning and/or ending sounds.~~

## Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
  - Identify the front cover, back cover, and title page of a book.
  - ~~Distinguish between print and pictures. Follow words from left to right and from top to bottom on a printed page.~~ [Moved to SOL K.5d]
  - ~~Follow words from left to right and from top to bottom on a printed page. Match voice with print: syllables, words, and phrases.~~ [Moved to SOL K.5e]
  - ~~Match voice with print.: syllables, words, and phrases (concept of word).~~

- K.6 The student will demonstrate an understanding that print ~~makes sense~~ conveys meaning.
- Identify common signs and logos. ~~Explain that printed materials provide information.~~ [Moved to SOL K.6b]
  - Explain that printed materials provide information. ~~Identify common signs and logos.~~ [Moved to SOL K.6a]
  - Read and explain own writing and drawings. ~~Read ten high-frequency words.~~ [Moved to SOL K.6d]
  - Read his/her name and read fifteen meaningful, concrete words. ~~Read and explain own writing and drawings.~~ [Moved to SOL K.6c]
- 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, ~~and~~ initial consonant diagraph 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.~~ [Moved to SOL K.7d]
  - Identify beginning consonant sounds in single-syllable words.
- K.8 The student will expand vocabulary.
- Discuss meanings of words.
  - Develop vocabulary by listening to a variety of texts read aloud.
- K.8 K.9 The student will demonstrate comprehension of fictional ~~texts~~ and nonfiction.
- Identify what an author does and what an illustrator does. ~~Use pictures to make predictions about content.~~ [Moved to SOL K.9c]
  - Relate previous experiences to what is read. ~~Retell familiar stories, using beginning, middle, and end.~~ [Moved to SOL K.9f]
  - Use pictures to make predictions. ~~Discuss characters, setting, and events.~~ [Moved to SOL K.9g]
  - Begin to ask and answer questions about what is read. ~~Use story language in discussions and retellings.~~ [Moved to SOL K.9e]
  - Use story language in discussions and retellings. ~~Identify what an author does and what an illustrator does.~~ [Moved to SOL K.9a]
  - Retell familiar stories, using beginning, middle, and end. ~~Identify the topics of nonfiction selections.~~
  - Discuss characters, setting, and events.
- K.10 The student will demonstrate comprehension of nonfictional texts.
- Use pictures to identify topic and make predictions.
  - Identify text features specific to the topic, such as titles, headings, and pictures.

## Writing

- K.9 K.11 The student will print in manuscript ~~the uppercase and lowercase letters of the alphabet independently.~~ [Moved to SOL K.11a]
- Print ~~the~~ uppercase and lowercase letters of the alphabet independently.
  - The student will pPrint his/her first and last names.

~~K.10~~ The student will print his/her first and last names. [Moved to SOL K.11b)

~~K.11~~ K.12 The student will write to communicate ideas for a variety of purposes.

- a) ~~Differentiate pictures from writing. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.~~ [Moved to SOL K.12b]
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. ~~Write left to right and top to bottom.~~ [Moved to SOL K.12d]
- c) Use letters and beginning consonant sounds to phonetically spell words to describe pictures or write about experiences.
- d) Write left to right and top to bottom.

~~K.12~~ K.13 The student will use available technology for reading and writing