



BEDFORD COUNTY PUBLIC SCHOOLS

Kindergarten Curriculum Guide

[Link to K-5 Curriculum Framework](#)

Kindergarten Grade Standards of Learning
Grade Level Standards

1st Grade Standards of Learning
Extension Standards

	<p>ORAL LANGUAGE</p> <p>K.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none">a. Listen to a variety of literary forms, including 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. <p>K.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none">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 location, size, color, and shape.e. Use words to describe/name actions.f. Ask about words not understood.g. Use vocabulary from other content areas.	<p>ORAL LANGUAGE</p> <p>1.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none">a. Listen and respond to a variety of electronic media and other age-appropriate materials.b. Tell and retell stories and events in logical order.c. Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.d. Participate in creative dramatics.e. Express ideas orally in complete sentences. <p>1.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none">a. Increase listening and speaking vocabularies.b. Begin to ask for clarification and explanation of words and ideas.c. Use common singular and plural nouns.d. Use vocabulary from other content areas.
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	<p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a. Express ideas in complete sentences and express needs through direct requests. b. Begin to initiate conversations. c. Begin to 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. Begin to use voice level, phrasing, and intonation appropriate for various language situations. g. Follow one- and two-step directions. h. Begin to ask how and why questions. <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <ul style="list-style-type: none"> a. Begin to 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 phoneme(s) (onset) and ending (rimes). e. Identify words according to shared beginning and/or ending sounds. 	<p>1.3 The student will adapt or change oral language to fit the situation.</p> <ul style="list-style-type: none"> a. Initiate conversation with peers and adults. b. Follow rules for conversation using appropriate voice level in small-group settings. c. Ask and respond to questions. d. Follow simple two-step oral directions. e. Give simple two-step oral directions. <p>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> a. Create rhyming words. b. Count phonemes (sounds) in one-syllable words. c. Blend sounds to make one-syllable words. d. Segment one-syllable words into individual speech sounds (phonemes). e. Add or delete phonemes (sounds) to make new words.
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	<p>READING</p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> 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). <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <ul style="list-style-type: none"> 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 read fifteen meaningful, concrete words. <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> a. Identify and name the uppercase and lowercase letters of the alphabet. b. Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c. Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d. Identify beginning consonant sounds in single-syllable words. 	<p>READING</p> <p>1.5 The student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> a. Read from left to right and from top to bottom. b. Match spoken words with print. c. Identify letters, words, sentences, and ending punctuation. d. Read his/her own writing. <p>1.6 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> a. Use beginning and ending consonants to decode and spell single-syllable words. b. Use two-letter consonant blends to decode and spell single-syllable words. c. Use beginning consonant digraphs to decode and spell single-syllable words. d. Use short vowel sounds to decode and spell single-syllable words. e. Blend beginning, middle, and ending sounds to recognize and read words.
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	<p>K.8 The student will expand vocabulary.</p> <p>a. Discuss meanings of words. b. Develop vocabulary by listening to a variety of texts read aloud.</p> <p>K.9 The student will demonstrate comprehension of fictional texts.</p> <p>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. Begin to ask and answer questions about what is</p>	<p>f. Use word patterns to decode unfamiliar words. g. Read and spell simple two-syllable compound words. h. Read and spell commonly used sight words.</p> <p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a. Use words, phrases, and sentences. b. Use titles and pictures. c. Use information in the story to read words. d. Use knowledge of sentence structure. e. Use knowledge of story structure. f. Reread and self-correct.</p> <p>1.8 The student will expand vocabulary.</p> <p>a. Discuss meanings of words in context. b. Develop vocabulary by listening to and reading a variety of texts. c. Ask for the meaning of unknown words and make connections to familiar words. d. Use text clues such as words or pictures to discern meanings of unknown words. e. Use vocabulary from other content areas.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>a. Preview the selection. b. Set a purpose for reading. c. Relate previous experiences to what is read. d. Make and confirm predictions. e. Ask and answer who, what, when, where, why,</p>
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1st Grade Standards of Learning *Extension Standards*

	<p>read.</p> <p>e. Use story language in discussions and retellings.</p> <p>f. Retell familiar stories, using beginning, middle, and end.</p> <p>g. Discuss characters, setting, and events.</p> <p>K.10 The student will demonstrate comprehension of nonfiction texts.</p> <p>a. Use pictures to identify topic and make predictions.</p> <p>b. Identify text features specific to the topic, such as titles, headings, and pictures.</p>	<p>and how questions about what is read.</p> <p>f. Identify characters, setting, and important events.</p> <p>g. Retell stories and events, using beginning, middle, and end.</p> <p>h. Identify the main idea or theme.</p> <p>i. Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a. Preview the selection.</p> <p>b. Use prior and background knowledge as context for new learning.</p> <p>c. Set a purpose for reading.</p> <p>d. Identify text features such as pictures, headings, charts, and captions.</p> <p>e. Make and confirm predictions.</p> <p>f. Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g. Identify the main idea.</p> <p>h. Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p> <p>1.11 The student will use simple reference materials.</p> <p>a. Use knowledge of alphabetical order by first letter.</p> <p>b. Use a picture dictionary to find meanings of unfamiliar words.</p>
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	<p>WRITING</p> <p>K.11 The student will print in manuscript. a. Print uppercase and lowercase letters of the alphabet independently. b. Print his/her first and last names.</p> <p>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.</p> <p>K.13 The student will use available technology for reading and writing.</p>	<p>WRITING</p> <p>1.12 The student will print legibly. a. Form letters accurately. b. Space words within sentences. c. Use the alphabetic code to write unknown words phonetically.</p> <p>1.13 The student will write to communicate ideas for a variety of purposes. a. Generate ideas. b. Focus on one topic. c. Revise by adding descriptive words when writing about people, places, things, and events. d. Use complete sentences in final copies. e. Begin each sentence with a capital letter and use ending punctuation in final copies. f. Use correct spelling for commonly used sight words and phonetically regular words in final copies. g. Share writing with others.</p> <p>1.14 The student will use available technology for reading and writing.</p>
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General Instructional Resources and Expectations for Teaching Reading in Kindergarten

Oral Language

At the kindergarten level, students will engage in a variety of oral language activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonological awareness, which is essential for success in literacy. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.

Reading

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

Writing

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

Excerpts taken from the 2010 VDOE Curriculum Framework



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NEW

General Literacy Resources

*Reading A-Z (RAZ) resources will require your BCPS login information

*CBM is a free site that will require you to create a free account

Instructional Tools/Resources

[Alphabet Resources](#) (RAZ)
[Phonological Awareness Lessons](#) (RAZ)
[Phonics](#) (RAZ)
[High Frequency Words](#) (RAZ)
[Nursery Rhymes](#) (RAZ)
[Shared Reading](#) (RAZ)
[Literacy Apps](#)
[K-1 Student Center Activities](#) (FCRR)
[PALS Literacy Activities](#)
[Early Literacy Instructional Strategy Videos](#)

VDOE/Local Resources

[Curriculum Framework](#)
[Enhanced Scope and Sequence](#)
[English Instructional Resources](#)
[Early Literacy Strategies](#)
[Vocabulary Resources](#)
[Writing Resources](#)
Standards Based Rubrics:
[K](#), [1](#), [2](#), [3](#), [4](#), [5](#)
Reading Interventions Chart (coming soon!)
[Unpacking the Standards](#)

Assessments and Progress Monitoring

[Alphabet Letter Naming](#) (RAZ)
[Phonological Awareness Assessments](#) (RAZ)
[Phonics Assessments](#) (RAZ)
[Concepts about Print Assessment](#)
[Pre-decoding Skills Survey](#)
[Informal Decoding Inventory](#)
[High Frequency Words Assessments](#) (RAZ)
[Administering Running Records](#) (RAZ)
[The Abecedarian Assessment](#)
[Yopp-Singer Test of Phoneme Segmentation](#)
[PALS Quick Checks](#)
[Informal Reading Assessments](#)

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

[Easy CBM Assessment Site](#) (CBM)

- Phonemic Segmentation
- Letter Names
- Letter Sounds
- Word Reading Fluency

[Sample Writing Rubric](#)

Best Practices/Training for Reading

[Reading 101: The Basics of Teaching Reading](#)
[Effective Reading Instruction](#)
[Early Literacy Development](#)
[Phonemic Awareness](#)
[Phonics and Decoding](#)
[Development of Phonological Skills](#)
[Spelling and Word Study](#)
[Word Study instruction in K-2 Classrooms](#)
[Concept of Word](#)
[Screening and Diagnosis Module](#)
[Differentiating in Phonemic Awareness and Word Recognition](#)
[Informational Text Structure Module](#)
[Teaching K-3 Comprehension Strategies](#)
[Engaging K-3 Students with Text](#)
[Teaching Text Structure to Support K-3 Comprehension](#)

VDOE Webinars:

[Reading Instruction and Targeted Interventions](#)
[Assessing Reading at Mid-Year](#)
[Spelling/Reading Correlations from PALS](#)



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Content	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Reading</p> <p>Reading Skills Progression Chart</p> <p>Fiction</p> <p>Performance Assessments:</p> <ul style="list-style-type: none"> • Hungry Caterpillar • Seven Blind Mice <p>Nonfiction</p> <p>Performance Assessments:</p> <ul style="list-style-type: none"> • Isopods • My Five Senses • The Story of a Chair 	<p><i>The expectation in kindergarten is that fiction and nonfiction are taught throughout the school year and integrated into all content areas. Therefore, skills listed within the first nine weeks should be taught and/or maintained throughout the year.</i></p> <p><u>Reading Skills</u></p> <p>SOL K.5 a, b, c, & e K.6 b & d K.7 a K.9 a, b, c, & g K.10a</p> <p>The student will:</p> <ul style="list-style-type: none"> • Hold materials correctly. • Identify front/back covers, and title page of a book. • Point to the correct words while reading (concept of word). • Explain that print provides information. • Read his/her name and read 15 sight words. • Identify and name the 26 upper and lowercase letters of the alphabet. • Identify author, illustrator, characters, settings, and events. • Use fiction and nonfiction texts to 	<p><u>Reading Skills</u></p> <p>SOL K.5 d K.6 a & c K.7 c K.8 a & b K.9 c, e, & f</p> <p>The Student will continue skills from 1st nine weeks and:</p> <ul style="list-style-type: none"> • Follow words from left to right and top to bottom on a printed page. • Identify common signs and logos. • Read own writing and explain drawings. • Match speech to print by accurately finger-point reading familiar texts that contain multisyllabic words. • Expand vocabulary by discussing meanings of words and listening to a variety of texts. • Ask and answer questions about what is read. 	<p><u>Reading Skills</u></p> <p>SOL K.10 b</p> <p>The Student will continue skills from 1st and 2nd nine weeks, as well as:</p> <ul style="list-style-type: none"> • Identify text features in nonfictional stories (title, headings, and pictures). • Use comprehension skills to retell the beginning, middle and ending events of a story. 	<p><u>Reading Skills</u></p> <p>SOL 1.5 c</p> <p>The Student will continue to review all kindergarten Standards, as well as be exposed to beginning first grade standards:</p> <ul style="list-style-type: none"> • Differentiate between letters, words, and sentences. • Identify 3 ending punctuation marks within a complete sentence.



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	<p>knowledge or build background knowledge</p> <ul style="list-style-type: none"> Use comprehension skills to retell the beginning events of a story. <p><u>Spelling/word study skills</u> K.7a The Student will:</p> <ul style="list-style-type: none"> Identify and name upper and lowercase letters using font sorts. 	<p>beginning and ending events of a story.</p> <p><u>Spelling/word study skills</u> K.7 d K.4 d The Student will continue skills from 1st nine weeks and:</p> <ul style="list-style-type: none"> Identify beginning consonant sounds by using picture sorts. Sort one syllable words and pictures by rime (using word families). 	<p><u>Spelling/word study skills</u> K.7 b The Student will continue skills from 1st and 2nd nine weeks, as well as:</p> <ul style="list-style-type: none"> Identify initial consonant digraph sounds (ch, sh, th, wh) by sorting pictures. 	<p><u>Spelling/word study skills</u> K.7 d The Student will continue skills from 1st – 3rd nine weeks, as well as:</p> <ul style="list-style-type: none"> Identify initial consonant blends by using picture sorts.



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<p><u>Oral Language and Writing</u></p> <p>Writing Skills Progression Chart</p> <p><i>Oral language and the ability to construct oral narratives are the foundation of written narratives. It is therefore essential that the instruction for the oral language and writing standards be integrated.</i></p>	<p><u>Oral language skills</u></p> <p>SOL K.1 K.2 K.3 K.4b</p> <p>The Student will:</p> <ul style="list-style-type: none"> Listen to both fiction and nonfiction stories and poems. Recite poems, rhymes, songs, and stories. Discuss real life experiences in narrative form. Participate in creative dramatics. Speak in complete sentences using subj./verb./object, as well as, making direct requests. Use describing words for people, places, things, location, size, color, and shape Use vocab. from other content areas such as number words. Increase vocab. by asking about words not understood. Participate in 	<p><u>Oral language skills</u></p> <p>K.4 a, d</p> <p>The Student will continue skills from 1st nine weeks and:</p> <hr/> <ul style="list-style-type: none"> Discriminate between spoken sentences, words, and syllables. Segment one syllable words into onset and rime. 	<p><u>Oral language skills</u></p> <p>K.4 c</p> <p>The Student will continue skills from 1st and 2nd nine weeks, as well as:</p> <ul style="list-style-type: none"> Blend and segment multisyllabic words. 	<p><u>Oral language skills</u></p> <p>1.1 a & b 1.4 a, c, & e 1.6 a and d</p> <p>The Student will continue to review all kindergarten Standards, as well as be exposed to beginning first grade standards:</p> <hr/> <ul style="list-style-type: none"> Listen and respond to electronic media and other materials. Sequence stories in logical order. (focus on beginning, middle and end) Create rhyming words. Add or delete phonemes (sounds) to make new words. Decode and spell single syllable words. (using beginning, vowel and ending sounds)



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	<p>conversations by taking turns and discussing various topics.</p> <ul style="list-style-type: none"> Follow one and two step directions. Identify and produce rhyming words. Identify words with same beginning and/or ending sounds. <p><u>Writing skills</u> SOL K.11b K.12 a, b & d K.13 The Student will:</p> <ul style="list-style-type: none"> Print first and last name. Draw pictures to write about experiences. Write left to right and top to bottom. Explore technology. 	<p><u>Writing skills</u> SOL K.12 b & c The Student will continue skills from 1st nine weeks and:</p> <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> Draw pictures and use letters and phonetically spelled words to write about experiences. 	<p><u>Writing skills</u> SOL K.11a The Student will continue skills from 1st and 2nd nine weeks, as well as:</p> <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> Print all 26 upper and lowercase letters independently. 	<p><u>Writing skills</u> SOL 1.12 b 1.13 e The Student will continue to review all kindergarten standards, as well as, be exposed to beginning first grade standards:</p> <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> Space words within sentences. Begin sentences with a capital letter and end sentences with punctuation.



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Grammar Mini Lessons

[Grammar Skills
Progression
Chart](#)

Grammar skills may be taught in any order according to writing focus and needs of class and individual.

Grammar skills should be addressed during writing by utilizing Thinking Maps and Write from Beginning and Beyond.

NEW

PALS Focus

[PALS Site](#)

[PALS
Benchmarks](#)

[PALS Quick
Checks](#)

[PALS Literacy
Activities](#)

[Word Study
Expectations](#)

[Spelling/Reading
Correlations](#)

Fall Administration – Benchmark 28		Midyear Administration – Benchmark 71		Spring Administration – Benchmark 81	
Group rhyme	5	Group rhyme	9	Group rhyme	9
Group Beg. Sounds	5	Group Beg. Sounds	9	Group Beg. Sounds	9
Alphabet Knowledge	12	Alphabet Knowledge	23	Alphabet Knowledge	24
Letter Sounds	4	Letter Sounds	17	Letter Sounds	20
Spelling	2	Spelling	10	Spelling	12
COW list	0	COW list	3	COW list	7
Individual tasks	5	Individual tasks	7	Individual tasks	9
STRATEGIC Intervention =14-27 INTENSIVE Intervention=13 & below		STRATEGIC Intervention =36-70 INTENSIVE Intervention.=35 & below		STRATEGIC Intervention =41-80 INTENSIVE Intervention=40 & below	

The PALS office provides Summed Score Benchmarks for the fall and spring administrations. The chart above is intended to provide teachers with a reference point for the individual assessment tasks. Each student's assessment results should be analyzed in order to provide timely and targeted interventions in areas of need.