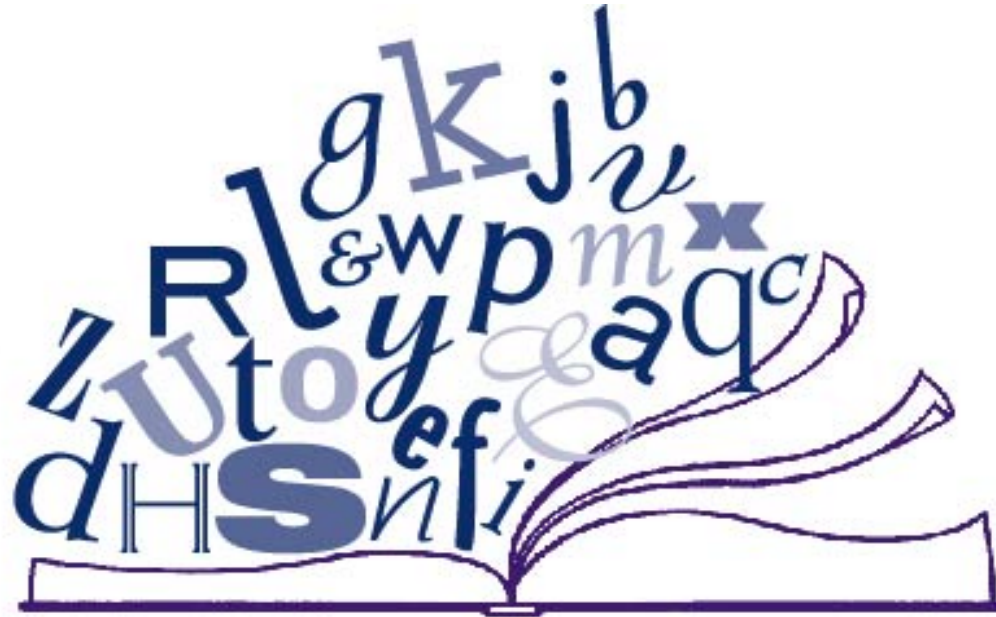


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
© 2003

Copyright © 2003

by the

Virginia Department of Education

P.O. Box 2120

Richmond, Virginia 23218-2120

<http://www.pen.k12.va.us>

All rights reserved. Reproduction of materials contained herein for instructional purposes in Virginia classrooms is permitted.

Superintendent of Public Instruction

Jo Lynne DeMary

Assistant Superintendent for Instruction

Patricia I. Wright

Office of Elementary Instructional Services

Linda Poorbaugh, Director

Barbara F. Jones, Reading & Language Arts Specialist

Office of Middle School Instructional Services

James Firebaugh, Director

Catherine Rosenbaum, Reading & Language Arts Specialist

Office of Secondary Instructional Services

Maureen B. Hajar, Director

Anita W. Wallace, English Specialist

NOTICE TO THE READER

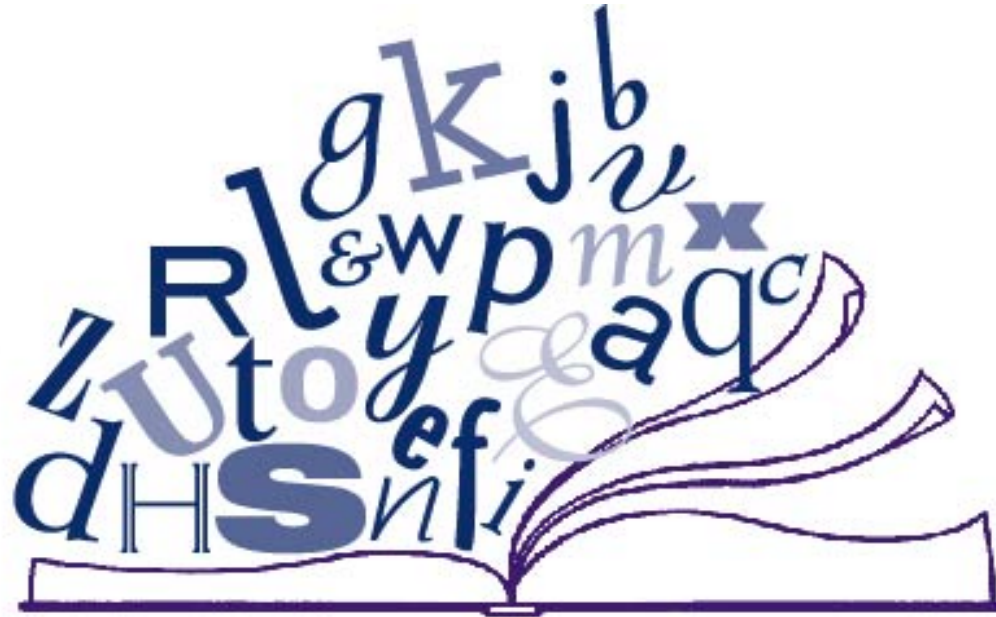
The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at

<http://www.pen.k12.va.us>.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Kindergarten



Commonwealth of Virginia
Board of Education
Richmond, Virginia
© 2003

At the kindergarten level, students will engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor for success in learning to decode words. 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.

- K.1 The student will demonstrate growth in the use of oral language.**
- a) Listen to a variety of literary forms, including stories and poems.**
 - b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.**
 - c) Participate in creative dramatics.**
 - d) Begin to discriminate between spoken sentences, words, and syllables.**
 - e) Recognize rhyming words.**
 - f) Generate rhyming words in a rhyming pattern.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of literary experiences, including fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • These interactions provide opportunities for students to mimic language and experiment with new words, word patterns, and rhymes in order to expand their working vocabularies. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that oral language entertains and communicates information • understand that a spoken sentence is made up of individual words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains • use drama to retell familiar stories, rhymes, and poems • discriminate between large phonological units of running speech, sentences, words, and syllables • demonstrate the concept of word by dividing spoken sentences into individual words • identify words that rhyme • 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.

- K.2 The student will use listening and speaking vocabularies.**
- a) Use number words.
 - b) Use words to describe/name people, places, and things.
 - c) Use words to describe location, size, color, and shape.
 - d) Use words to describe actions.
 - e) Ask about words not understood.
 - f) Follow one-step and two-step directions.
 - g) Begin to ask how and why questions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will expand and use their listening and speaking vocabularies through across-the-curricula activities that develop their use of descriptive/naming words. • This vocabulary growth aids in development of reading and comprehension as students progress in school. • Students will learn to generate how and why questions across the curricula and begin to use these questions to guide their search for answers. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that word choice makes communication clearer • understand that information can be gained by seeking answers to questions. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand and use number words in conversations, during group activities, and during teacher-directed instruction • use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction • use size, shape, color, and spatial words to describe people, places, and things during group or individual 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 • use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events • use words such as <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i> to describe location • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult • repeat and follow one-step and two-step oral directions <p>CONTINUED</p>

- K.2 The student will use listening and speaking vocabularies.**
- a) Use number words.**
 - b) Use words to describe/name people, places, and things.**
 - c) Use words to describe location, size, color, and shape.**
 - d) Use words to describe actions.**
 - e) Ask about words not understood.**
 - f) Follow one-step and two-step directions.**
 - g) Begin to ask how and why questions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand the difference between stating known facts and formulating how and why questions • ask how and why questions to gain information • predict how to find answers to questions • begin to use pictures and other visuals to answer questions.

- K.3 The student will build oral communication skills.**
- a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.**
 - b) Express ideas and needs in complete sentences.**
 - c) Begin to use voice level, phrasing, and intonation appropriate for language situation.**
 - d) Listen and speak in informal conversations with peers and adults.**
 - e) Begin to initiate conversations.**
 - f) Participate in discussions about books and specific topics.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will build oral communication skills within a language-rich environment. • In this environment, students will accumulate experiences from which concepts and thoughts can be formed. • Students will have opportunities in group settings to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation, such as voice level and intonation appropriate for specific language situations. • Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, and by modeling ways to participate in discussions about learning. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that conversation is a two-way interaction • begin to understand that the setting influences rules for communication. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • listen to and discuss fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • listen attentively to others in a variety of formal and informal settings involving peers and adults • allow others to speak without unnecessary interruptions • clearly state a thought related to the book or topic being discussed • wait for their turn to speak • speak in complete, simple sentences • stay on topic • begin to use voice level, phrasing, and intonation appropriate for the language situation • match language to the purpose, situation, environment, and audience • initiate conversations with peers and teachers in a variety of school settings.

K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.

- a) Identify orally words that rhyme.**
- b) Identify words orally according to shared beginning or ending sounds.**
- c) Blend sounds orally to make words or syllables.**
- d) Divide one-syllable words into sounds (phonemes).**
- e) Divide words into syllables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will focus on speech sounds in words and discern the phonemes of spoken language. • This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to break down a sentence orally into individual words and to break down individual words into individual syllables. • The level of complexity increases as students then isolate the initial and final sounds of a word. Isolating the medial sound is yet more complex. The most sophisticated skill is breaking the word into the individual phonemes that comprise it. • Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, say, and manipulate phonemes. • The ability to segment and blend phonemes facilitates spelling and decoding. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • understand that words are made up of small units of sound and that these sounds can be blended to make a word • understand that words are made up of syllables. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • focus on speech sounds • identify a word that rhymes with a spoken word • supply a word that rhymes with a spoken word • break down a sentence into individual words • break down a word into individual syllables by clapping • recognize that a word breaks down into individual phonemes • recognize how phonemes sound when spoken in isolation • recognize similarities and differences in beginning and ending sounds (phonemes) of words • determine the order of speech sounds (phonemes) in a given word by answering the following questions: <ul style="list-style-type: none"> ◦ What is the beginning sound you hear? ◦ What is the ending sound you hear? • supply a word that has the same beginning or ending sound (phoneme) as a spoken word • identify pictures of objects whose names share the same beginning or ending sound (phoneme) <p>CONTINUED</p>

K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.

- a) Identify orally words that rhyme.
- b) Identify words orally according to shared beginning or ending sounds.
- c) Blend sounds orally to make words or syllables.
- d) Divide one-syllable words into sounds (phonemes).
- e) Divide words into syllables.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, cat, fat, hat). (Note: Students are not expected to know these terms.) 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • sort pictures of objects whose names share the same beginning or ending sound (phoneme) • blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>.) • produce rhyming words and recognize pairs of rhyming words presented orally • substitute the beginning consonant to make a new word • segment one-syllable words into onset and rime • segment one-syllable words into sounds (phonemes) • segment multisyllabic words into syllables.

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.

- 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) Follow words from left to right and from top to bottom on a printed page.**
 - d) Match voice with print: syllables, words, and phrases.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken word to the written word. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that all print materials in English follow similar patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 • follow text with a finger, pointing to each word as it is read from left to right and top to bottom • locate words, letters, spaces, and lines of text • match voice with print in syllables, words, and phrases • locate periods, question marks, and exclamation points.

K.6 The student will demonstrate an understanding that print makes sense.

- a) Explain that printed materials provide information.**
- b) Identify common signs and logos.**
- c) Read ten high-frequency words.**
- d) Read and explain own writing and drawings.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn that books, environmental print (print seen in ones environment), and other printed materials have a constant meaning and provide information for the reader. • Students will demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate with others. • These messages may include scribbles, letter approximations, letter strings, and invented spellings. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that print communicates a message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge that print conveys a message • recognize and identify common signs, logos, and labels • recognize and identify their own first and last names and the first names of classmates • read and explain their own drawings and writings • explain that printed text provides information • retell information gathered from looking at a picture or from listening to a text read to them • locate high-frequency words and phrases in familiar text • recognize ten high-frequency words. (Each student may know a different set of words.)

- 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 sounds to appropriate letters.**
 - Identify beginning consonant sounds in single-syllable words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will learn and understand how letters and sounds work in written language. Students will learn to identify uppercase and lowercase letters in isolation in sequential order and in random order. Phonetic skills are the foundation for decoding and encoding words — i.e., they are the basic skills needed to develop fluency and automaticity in reading and writing. Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, cat, fat, hat). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> understand that written words are composed of letters that represent specific sounds. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order match uppercase and lowercase letter pairs recognize and say the usual sounds of all letters write the grapheme (letter) that represents a spoken sound isolate initial consonants in single-syllable words (For example, /t/ is the first sound in <i>top</i>.) identify the onset (/c/) and rime (-at) and begin to separate the sounds fully (/c/-/a/-/t/) by saying each sound aloud blend onsets (/c/) and rimes (-at) to form words (<i>cat</i>) substitute other onsets (/b/ for /c/) to form different words (<i>bat</i>).

K.8 The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.
- b) Retell familiar stories, using beginning, middle, and end.
- c) Discuss characters, setting, and events.
- d) Use story language in discussions and retellings.
- e) Identify what an author does and what an illustrator does.
- f) Identify the topics of nonfiction selections.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to fiction is that students will understand the elements of a story (characters, setting, events) and begin to analyze these elements for meaning. • The intent of this standard relative to nonfiction is that students will demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from fiction and nonfiction that is read aloud to them. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that authors and illustrators create books • understand that print material tells a story or provides information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make predictions based on illustrations or portions of a text • 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 • retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end) • use vocabulary from a story in discussions and retellings • use descriptive language to talk about characters, settings, and events of a story • respond to simple questions about the content of a book • produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud • identify the roles of an author and an illustrator • name the topic of a nonfiction selection.

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.

K.9 The student will print the uppercase and lowercase letters of the alphabet independently.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to print uppercase and lowercase letters of the alphabet. • Students need explicit, direct instruction to learn to form uppercase and lowercase letters correctly. • Students also need to be taught appropriate pencil grip. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that there are correct ways to write the letters of the alphabet. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use standard letter formation • use standard number formation • use appropriate pencil grip.

K.10 The student will print his/her first and last names.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will begin developing neat, legible handwriting. 	<p>All students should</p> <ul style="list-style-type: none"> understand that their written name provides identification. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize their first and last names form the letters of and space their first and last names know that the first letter of their first name and the first letter of their last name are always capital letters write their first and last names for a variety of purposes.

K.11 The student will write to communicate ideas.

- a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- b) Write left to right and top to bottom.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. • Writing in kindergarten sets the stage for formal writing in other grades. • Beginning writings may include drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as phonetically spelled words. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that their writing serves a variety of purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write left to right and top to bottom • write daily for a variety of purposes • write on assigned and/or self-selected topics • write without resistance when given the necessary time, place, and materials • 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.

K.12 The student will explore the uses of available technology for reading and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will use available technology. 	<p>All students should</p> <ul style="list-style-type: none"> understand that computers are a way to interact with print. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use “skill and practice” software use word processing software.