



# **2024 ENGLISH STANDARDS OF LEARNING**

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**Kindergarten Instructional Guide**

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## GUIDANCE OVERVIEW

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The 2024 English *Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, educators ensure that students learn and retain literacy skills and content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other; literacy standards are not meant to be taught in isolation. When Kindergarten students listen and engage with complex literary texts (RL), they also practice communicating (C), writing and language, (W and LU), decoding (FFR), encoding (FFW), and building vocabulary (RV) throughout the lesson, all within a literacy genre. The same integration of skills is true as Kindergarten students listen and engage with complex informational text (RI). While listening to informational text, students will respond through discussion and accessing the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support claims and draw conclusions. Students will access complex literary and informational text through read-alouds. Kindergarten students will apply their foundational reading and writing standards (FFR and FFW) as they decode and encode words, sentences and texts. Kindergarten students will read decodable texts to begin developing as skilled readers and build stamina (DSR).

This guide focuses on developing instructional practice and classroom routines that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators considering students' current levels of proficiency and grade-level standards using the "Side-by-Sides" and "Progression Charts" of the 2024 English *Standards of Learning*. Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators will plan integrated lessons and use questions and instructional strategies to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides thematic and/or cross-content area connections to extend student learning and deepen their understanding.

In grades K-5, students will receive foundational instruction in both reading (FFR) and writing (FFW) as students grow in their skills of reading unfamiliar words in grade level text. The foundational standards establish the building blocks necessary for students to engage with grade level text. When planning and instructing students across the literacy standards, students will

build reading fluency, read grade-level-complex text, and ensure they're responding both in writing and orally to text-based questioning and instruction. These knowledge building and comprehension skills are outlined in the Developing Skilled Readers and Building Reading Stamina (DSR). The Developing Skilled Readers and Building Reading Stamina strand was added to emphasize skills and strategies use within content-rich complex text each time students engage with text, rather than isolated skill work. This strand emphasizes that students should be reading challenging grade-level literacy and informational texts fluently, while learning vocabulary, writing, collaborating, and researching in grade level complex text. These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

As educators are utilizing this English Instructional Guide as a resource, each guide page highlights sample standards that may be considered. However, specific standards are text-dependent, instruction will be text-based, and the standards will rely on the grade-level-complex text in which students are engaged.

## Text Sets

Text sets are a collection of various texts, like articles, books, videos, or images, all centered around a single topic, theme, or question. Text sets provide students the opportunities to build vocabulary and knowledge around a topic because they offer different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English *Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge in order to meet the rigor of the Reading Literary Texts and Reading Informational Text standards.

- History/Social Science Example: When teaching the Kindergarten Geography standards from the 2023 History and Social Studies *Standards of Learning* around map skills, teachers may decide to include reading the literary text, *The Boy Who Loved Maps* by Kari Allen and the informational text, *Maps and Globes* by Harriet Barton and Jack Knowlton. This text set reinforces what students are learning in social studies, while allowing students to engage with multiple grade level texts on a topic.

A more comprehensive list of text set examples is included in the Grade 1 Cross Content Connections section at the end of the instructional guide.

## INSTRUCTIONAL GUIDE QUICK LINKS:

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While each of the instructional guides has an overarching strand – each guide provides additional avenues, tasks, and planning questions to consider with integrating all the 2024 English *Standards of Learning*.

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Foundations for Reading and Writing](#)
- [Reading Literary Texts](#)
- [Reading Informational Texts](#)
- [Reading and Vocabulary](#)
- [Writing & Language Usage](#)
- [Communication & Multimodal Literacies and Language Usage](#)
- [Research](#)
- [Grade K Cross Content Connections](#)
- [References](#)

## DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

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**K.DSR The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary.**

- A. Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (**Reading Fluency, K-12**).
- B. (**Text Complexity, 2-12**) - Introduced in Grade Two.
- C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. (**Reading Strategies, 3-12**) - Introduced in Grade Three.

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 *English Standards of Learning*.

- [LINK- Grade K Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

Planning for Literacy Instruction + Integration of Standards	
Developing Skilled Readers and Building Reading Stamina (DSR)	Connections to High Quality Instructional Materials (HQIM), from <i>Core Curriculum Review Rubric- Kindergarten</i>
K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words <b>(Reading Fluency, K-12)</b> .	<ul style="list-style-type: none"> <li>• Within division-adopted HQIM, students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g., phoneme-grapheme mapping, working toward understanding of the alphabetic principal)</li> <li>• Division-adopted HQIM provides opportunities for students analyze spoken words at the phoneme level, including segmenting individual phonemes</li> <li>• The division-adopted HQIM provides many opportunities to read words in controlled decodable text that contain the phonics elements and irregular words students have learned previously</li> </ul>
K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b> .	<ul style="list-style-type: none"> <li>• Division-adopted HQIM provides opportunities to write in multiple genres for different purposes</li> <li>• Materials in the division-adopted HQIM are designed to elicit high levels of student response and engagement</li> <li>• Division-adopted HQIM materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge</li> <li>• Division-adopted HQIM provides a wide range of authentic writing opportunities</li> </ul>
K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around	<ul style="list-style-type: none"> <li>• Division-adopted HQIM materials expose students to a breath of vocabulary words through high-quality text</li> </ul>

topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).

- Division-adopted HQIM materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge
- Division-adopted HQIM materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas
- Connections can be made between texts in division-adopted HQIM and the Virginia *Standards of Learning* in both Science and History and Social Science

### **Incorporating K-5 HQIM and the 2024 English *Standards of Learning*:**

In the following Instructional Guides, educators will receive additional guidance and instructional supports to ensure students reach the grade-level expectations outlined in the Board of Education adopted 2024 English *Standards of Learning*. Educators will utilize their division-adopted and division-adopted HQIM during their core literacy instructional time. The Virginia Literacy Act requires that all Virginia school divisions must adopt HQIM for all K-5 classrooms no later than the 2024-2025 school year. This means daily lessons must be grounded in adopted materials, students need access to a curriculum that builds on a systematic sequence in foundational skills and builds coherently grade-to-grade on knowledge-building topics. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students (adopted from the [Virginia Literacy Act Playbook](#)). K-5 educators will use their division-adopted HQIM, the 2024 *Standards of Learning*, and the Instructional Guidance outlined below when crafting effective, aligned literacy instruction for all learners.

## **FOUNDATIONS FOR READING AND FOUNDATIONS FOR WRITING KINDERGARTEN - INSTRUCTIONAL GUIDE**

Prior to teaching the Kindergarten Foundations for Reading and Foundations for Writing standards, review:

- [Progression Chart - Foundations for Reading](#)
- [Progression Chart - Foundations for Writing](#)
- [Grades K-2 Side-By-Side](#)

**Critical for successful planning and implementation of grade level expectations for Foundations for Reading and Foundations for Writing in the 2024 *English Standards of Learning*.**

- [LINK- Grade K Understanding the Standards- Foundations for Reading](#)
- [LINK- Grade K Understanding the Standards- Foundations for Writing](#)

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**Teacher’s Note:**

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- Use the Kindergarten Understanding the Standards.
- Foundations for Reading and Foundations for Writing strands (FFR & FFW) set a foundation for students to read and spell words.
- Foundations for Reading strand (FFR) addresses print concepts, phonological and phonemic awareness, and phonics and word analysis.
- Emphasis is placed on blending and segmenting phonemes, or individual sounds.
- Foundations for Writing strand (FFW) focuses on the foundational, transcription skills that students need to effectively and efficiently communicate their ideas through writing.
- Teach students to develop accuracy and automaticity for handwriting skills, which includes accurate and automatic letter formation, writing left to right and top to bottom across a page.
- Teach students to apply phonics knowledge when spelling words. The end of year expectation for students is to decode (read) and encode (spell) open and closed syllable words that could have beginning and/or ending digraphs.

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**Foundations for Reading*****K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.***

- A. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line.
- B. Demonstrate knowledge of a sentence, word, and letter.
- C. Demonstrate knowledge that spoken words are represented in print and separated by spaces.
- D. Identify the author and illustrator of a text and define the role of each.
- E. Identify the front cover, back cover, and title of a text.
- F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending, punctuation).

***K.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).***

- A. Demonstrate ability to segment spoken words in sentences and syllables in words.
- B. Blend and segment one syllable words by onset and rime.

- C. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).
- D. Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).

***K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.***

- A. Identify capital and lowercase letters of the alphabet.
- B. Identify common letter-sound correspondences.
- C. Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”).
- D. Demonstrate knowledge that every word has a vowel sound.
- E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).
- F. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.
- G. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
- H. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.

## **Foundations for Writing**

### **K.FFW The student will print legibly in manuscript.**

#### ***K.FFW.1 Handwriting***

- A. Use functional pencil grasp for letter formation.
- B. Accurately and automatically print capital and lowercase letters of the alphabet independently.
- C. Write left to right and top to bottom.
- D. Accurately print first and last names, beginning each with a capital letter.
- E. Apply spaces between written words in phrase or sentence level writing.

#### ***K.FFW.2 Spelling***

- A. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh).
- B. Encode (spell) unknown words using logical invented spelling.

C. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p><b>Print Concepts</b>  <i>K.FFR.2 The student will apply knowledge of how print is organized and read.</i></p>	<ul style="list-style-type: none"> <li>How will the teacher ensure students understand print concepts?</li> </ul>	<ul style="list-style-type: none"> <li>Focus students' attention, while reading aloud texts, to the author and illustrator, the title, the front and back cover, where to start reading, and how text is read from left to right (<i>K.FFR.1A, K.FFR.1D, K.FFR.1E</i>).</li> <li>Focus students' attention, when modeling writing, to directionality, return sweep, correct letter formation, correct beginning and ending punctuation, spaces between words, and correct spelling using taught phonics features (<i>K.FFW.1, K.FFW.2, K.LU.2</i>).</li> <li>Provide opportunities for students to identify a sentence, a word and a letter in text (<i>K.FFR.1B</i>).</li> <li>Assist students with distinguishing the first word, spaces between words, capitalization and ending punctuation when looking at a complete sentence (<i>K.LU.2A, K.LU.2B</i>).</li> <li>Give students opportunities to handle books to identify front cover, back cover, title of a text (<i>K.FFR.1E</i>).</li> </ul>
<p><b>Phonological and Phonemic Awareness</b>  <i>K.FFR.2 The student will orally identify and produce various phonemes (individual sounds) within</i></p>	<ul style="list-style-type: none"> <li>What activities can be done to practice isolating, blending, and segmenting words?</li> <li>How will the teacher ensure that instruction is</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to segment words in a sentence and syllables in a word (<i>K.FFR.2A</i>).</li> <li>Provide opportunities for students to blend and segment one syllable words by onset and rime (<i>K.FFR.2B</i>).</li> <li>Give students opportunities to isolate, segment and blend one syllable words with two, three and four</li> </ul>

<p><i>words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</i></p>	<p>explicit (I do, we do, you do) and systematic (logical order)?</p> <ul style="list-style-type: none"> <li>• How will the teacher reinforce previous taught patterns (cumulative instruction)?</li> </ul>	<p>phonemes/sounds (<i>K.FFR.2C, K.FFR.2D</i>).</p> <ul style="list-style-type: none"> <li>○ Isolate Sounds: Teacher will say a word. Students will repeat the word and then tell either the initial, medial or final sound.</li> <li>○ Isolate Sounds with Manipulatives: Students will have three counters in front of them. Teacher will tell the students a sound/phoneme that they want them to identify in a given word (<i>Listen for the sound /a/ in the word cat</i>). Teacher and students will tap out the word together. Teacher will ask students to identify if the given sound (<i>/a/</i>) is the initial, medial, or final sound. Students will push up the first counter if it is the initial sound, the second counter if it is the medial sound, or the last counter if it is the final sound</li> <li>○ Elkonin Boxes: Teacher will say a word. Students will repeat the word and then move a chip into a box for each sound of phoneme the student hears.</li> <li>○ Say It/Move It: Teacher will say a word. Students will repeat the word and move a counter onto an arrow for each sound they hear. Then slide under the counters to blend the sounds together and say the word.</li> <li>○ Finger Tapping: Teacher will say a word. Students will hold up one finger for each sound they hear.</li> <li>• Provide opportunities for students to manipulate (delete, add, and substitute) letters in words (<i>K.FFR.3B, K.FFR.3E, K.FFR.3F</i>). <ul style="list-style-type: none"> <li>○ Word Chaining: Students will use magnetic letters or letter tiles to alter or build words.</li> </ul> </li> </ul>
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		<p>Teacher will give students the first word. Then teacher will tell students a sound/phoneme or letter, to change to create a new word. Example: In this example the teacher is focusing on initial sounds. Students start with the word sap. Teacher asks students to change the /s/ sound to /m/ sound. Students say the new word map. Teacher asks students to change /m/ sound to /t/ sound. Students say the new word tap.</p> <ul style="list-style-type: none"> <li>Review previously taught phonemes and phonics feature patterns by incorporating them into isolation, blending and segmenting activities until mastery (<i>K.FFR.2C, K.FFR.2D</i>).</li> </ul>
<p><b>Decoding</b>  <i>K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</i></p>	<ul style="list-style-type: none"> <li>How will the teacher ensure all students are decoding/reading words?</li> </ul>	<ul style="list-style-type: none"> <li>Model how to sound out letters and then blend them together to decode/read words (<i>K.FFR.3G, K.FFR.3D</i>). <ul style="list-style-type: none"> <li>Blending Practice: Teacher models how to blend words and then gives students practice blending. Example: Teacher displays a word (Sam). Teacher says “blend” As teacher slowly drags her finger under the word students blend “sssssaaaamm” Then teacher returns to the front of the word, taps the word and says “word” Students reply “Sam”.</li> </ul> </li> <li>Provide practice for students to decode/read words that incorporate the new and previously taught phonics features (<i>K.FFR.3G</i>). <ul style="list-style-type: none"> <li>Visual Practice: Teacher will show students letter or word cards. Students will give the corresponding sound or read the word shown by the card.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Auditory Practice: Teacher will say a sound or word. Students will give the letter or letters they hear.</li> <li>● Provide practice for students to manipulate (delete, add, and substitute) sounds/letters within a word (<i>K.FFR.3B, K.FFR.3E, K.FFR.3F</i>). <ul style="list-style-type: none"> <li>○ Word Chaining: Students will use magnetic letters or letter tiles to alter or build words. Teacher will give students the first word. Then teacher will tell students a sound/phoneme or letter, to change to create a new word. Example: In this example the teacher is focusing on initial sounds. Students start with the word sap. Teacher asks students to change the /s/ sound to /m/ sound. Students say the new word map. Teacher asks students to change /m/ sound to /t/ sound. Students say the new word tap.</li> </ul> </li> </ul>
<p><b>Encoding</b>  <i>K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</i></p> <p><i>K.FFW The student will print legibly in manuscript.</i></p> <ul style="list-style-type: none"> <li>● <i>K.FFW.1 Handwriting</i></li> <li>● <i>K.FFW.2 Spelling</i></li> </ul>	<ul style="list-style-type: none"> <li>● How will the teacher ensure skills are taught in a systematic and cumulative manner?</li> <li>● How will the teacher ensure all students are encoding/spelling words?</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor students to ensure correct pencil grasp for letter formation when encoding/spelling words (<i>K.FFR.1A</i>).</li> <li>● Provide practice for students to encode/spell one syllable words with short vowels and/or beginning and ending digraphs (<i>K.FFW.2A, K.FFR.2G</i>).</li> <li>● Provide practice for encoding/spelling words that includes new and previously taught phonics features (<i>K.FFW.2A, K.FFR.2G</i>). <ul style="list-style-type: none"> <li>○ Phoneme-Grapheme Mapping: Teacher will say a word. Students will repeat the word and then move a chip into a box for each sound/phoneme the student hears. Students will then replace the chips with the grapheme that correctly</li> </ul> </li> </ul>

		<p>represents the phoneme.</p> <ul style="list-style-type: none"> <li>○ Word Spelling: Students will write words to correspond to the phonics feature currently being taught. Be sure no words used include phonics features students have not learned. <ul style="list-style-type: none"> <li>▪ If a student segments the word correctly but struggles with confusing letter placement (<i>writes 'hgo' instead of 'hog'</i>), give a playdoh ball for each sound/phoneme and have the student push the playdoh as they sound out the word, stopping after each sound/phoneme to write the letter.</li> </ul> </li> <li>○ Dictation: Students will write a sentence to reinforce phonics features they are currently learning or have learned in previous lessons. Be sure no words in the sentence include phonics features students have not learned.</li> <li>○ Word Chaining: Students will write or build using letter titles new words by changing a sound or phoneme in the word. Teacher will say the first word and students will write the word down. Then the teacher will tell students to change the word to another word Example: In this example the teacher is focusing on the initial sounds. Students write the first word “rad”. Teacher asks students to change the word “rad” to “fad”. Teacher asks students to change “fad” to “mad”</li> </ul>
<p><b>Irregular and High-Frequency Words</b></p>	<ul style="list-style-type: none"> <li>• Educators will use the scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support and opportunities for students to practice decoding/reading high-frequency words</li> </ul>

<p><i>K.FFR.3H Use letter-sound correspondences to read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</i></p> <p><i>K.FFW.2D With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.</i></p>	<p>from their division-adopted HQIM for the high-frequency words.</p>	<p><i>(K.FFR.3H, K.DSR.1A).</i></p> <ul style="list-style-type: none"> <li>● Provide support and opportunities for students to practice encoding/spelling high-frequency words <i>(K.FFR.2C).</i></li> <li>● Use protocol for introducing irregular words that calls attention to predictable spellings, along with the unexpected spellings <i>(K.FFR.2C, K.FFR.2D, K.FFR.3G, K.FFR.3H).</i> <ul style="list-style-type: none"> <li>○ Introduce students to the new word and use the word in a sentence.</li> <li>○ Say the sounds and identify how many sounds are in the word, draw blanks for the number of sounds on a whiteboard.</li> <li>○ Model writing the word for students: Discuss the regularly spelled sounds within the word and model writing them.</li> <li>○ Discuss the irregular sound with students and tell them they will need to remember this part of the word.</li> <li>○ Guide students to write the word in the air, on paper, on a whiteboard, etc.</li> <li>○ Provide opportunities for students to practice writing and saying the word.</li> </ul> </li> </ul>
<p><b>Connected Text</b> <i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic</i></p>	<ul style="list-style-type: none"> <li>● What decodable text will be used for students to practice using foundational reading and writing skills?</li> <li>● Decodables are an important practice tool</li> </ul>	<ul style="list-style-type: none"> <li>● Provide students with opportunities to read decodable text that includes words with the new and previously taught phonics features <i>(K.FFR.3H).</i> Students can: <ul style="list-style-type: none"> <li>○ Whisper read the text while the teacher monitors,</li> <li>○ Partner read decodable text,</li> <li>○ Echo read with the teacher,</li> <li>○ Chorally read the text with the teacher,</li> </ul> </li> </ul>

<p><i>elements and irregular words.</i></p>	<p>used during a phonics lesson to help students consolidate learning. Decodable texts increase students' phonics-application opportunities, which can lead to greater decoding accuracy (Mesmer, 2005).</p>	<ul style="list-style-type: none"> <li>○ Reread decodable text to build fluency.</li> <li>● Provide corrective feedback when a student misreads a word. The teacher can alert the student to misread word and give an opportunity to self-correct. If the student has difficulty, the teacher can restate the sound-spelling that was missed and give the student the opportunity to re-blend the word correctly.</li> </ul>
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### Supports & Extensions

- Teachers can provide reteaching and review of phonics skills to students who need more practice and more explicit teacher feedback.
- Students who are successful with the featured grapheme can read an additional decodable or the teacher can provide them with less accountable texts.

## READING LITERARY TEXT | KINDERGARTEN - INSTRUCTIONAL GUIDE

Prior to teaching the Kindergarten Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades K-2 Side-By-Side](#)

*Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 English Standards of Learning.*

- [LINK- Grade K Understanding the Standards- Reading Literary Text](#)

### Teacher's Note:

- Use the Kindergarten Understanding the Standards.
- In Kindergarten, the Reading Literary Text standard is met through students engaging in content rich read alouds with prompting and support from adults.

- Set the foundation for students to think deeply within and between texts.
- Teach students to recognize various types of literary texts to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
- Use read-alouds to model language and introduce students to new words, expand working vocabularies, and improve comprehension.
- Key Ideas and Plot Details focus on students understanding story structure by identifying characters, setting, important events and details.
- Integration of Concepts focuses on students understanding connections within and between two familiar stories.

## Reading Literary Text

**K.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.**

### *K.RL.1 Key Ideas and Plot Details*

- With prompting and support, activate prior (experience) and background (content knowledge) and make connections to what is read.
- With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events and details.
- With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).
- With prompting and support, generate predictions about story characters and events using the text.

### *K.RL.3 Integration of Concepts*

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Select a literary text	<ul style="list-style-type: none"> <li>• Educators will utilize</li> </ul>	<ul style="list-style-type: none"> <li>• Use grade level complex texts from division-adopted</li> </ul>

<p><i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words.</i></p>	<p>division-adopted HQIM for text selections.</p> <ul style="list-style-type: none"> <li>• When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English <i>Standards of Learning</i>.</li> <li>• Ensure Kindergarten students listen to a variety of literary text including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.</li> </ul>	<p>HQIM.</p> <ul style="list-style-type: none"> <li>• Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>K.DSR.A, K.RV.1</i>).</li> </ul>
<p><b>Demands of Text*</b> <i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words.</i></p> <p><i>DSR.B Introduced in Grade Two</i></p>	<ul style="list-style-type: none"> <li>• How will the teacher ensure all students understand what the text being read to them?</li> <li>• What key takeaways should students gain from the texts?</li> <li>• What structures are important to call students' attention to?</li> <li>• What are the knowledge demands of the text (literacy knowledge,</li> </ul>	<ul style="list-style-type: none"> <li>• Orient the students as to how the text is organized and what features the author employs to convey their message.</li> <li>• Identify the purpose for reading the text.</li> <li>• Provide sentence frames to support both oral language and writing (<i>K.RV.1F, K.W.1C, K.LU.1A</i>).</li> <li>• *Provide scaffolded assistance as needed.</li> </ul>

	<p>background knowledge, vocabulary knowledge)?</p> <ul style="list-style-type: none"> <li>• Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text.</li> </ul>	
<p><b>Connect to previously read text to build knowledge and vocabulary understanding</b>  <i>K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> <li>• How will the teacher address the vocabulary that is crucial to the understanding of the text?</li> <li>• How will the teacher build connections between related text?</li> <li>• How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)?</li> <li>• Use division-adopted HQIM to support the building of thematic units.</li> <li>• Plan to set a purpose for reading by activating and or building prior</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate discussions about what is read to build background knowledge and vocabulary understanding <i>before, during and after reading.</i></li> <li>• Build background knowledge with visuals, introductory articles, discussions, videos, and read alouds based on demands of the text students will listen to in the lesson.</li> <li>• Explicitly teach new words using a vocabulary protocol that provides opportunities for students to engage with the word meaning (<i>K.RV.1A</i>). <ul style="list-style-type: none"> <li>○ Provide students with student friendly definition.</li> <li>○ Provide examples and non-examples in context.</li> <li>○ Provide opportunities for students to use word in speaking and writing.</li> </ul> </li> <li>• Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> <li>○ <i>Teacher Think Aloud:</i> Teacher will stop at strategic, predetermined points to model thinking to determine meaning within the text.</li> <li>○ Connect challenging words through visualizing</li> </ul> </li> </ul>

	<p>(experience) and background (content knowledge).</p>	<p>and connecting words, as well as examples and non-examples, support students in creating connections with graphic organizers.</p> <ul style="list-style-type: none"> <li>• Build connections between related text around a topic of study by: <ul style="list-style-type: none"> <li>○ Modeling through read aloud and interactive think aloud,</li> <li>○ Selecting previously read connected text that students can relate to while building understanding,</li> <li>○ Asking questions that guide students toward making connections.</li> </ul> </li> <li>• Use division-adopted HQIM to build thematic units around related topics of study and across content.</li> <li>• Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.</li> </ul>
<p><b>Craft text dependent questioning (in discussion and in writing)</b>  <i>K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing</i></p>	<ul style="list-style-type: none"> <li>• Identify key questions from division-adopted HQIM to match the lesson’s objectives.</li> <li>• Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in writing.</li> <li>• Plan to extend student</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate discussions about what is read both <i>during reading</i> and <i>after reading</i>. <ul style="list-style-type: none"> <li>○ Use think alouds and share metacognition when supporting students in building comprehension.</li> <li>○ Provide prompting and support to students when discussing the text.</li> <li>○ Use turn and talks to discuss responses to questions, both literal and inferential, posed by the teacher about the text (<i>K.C. 1A</i>).</li> <li>○ Provide sentence frames for students to use as support during discussions around a specific topic from the text read (<i>K.RV.1F, K.W.1C, K.LU.1A</i>).</li> <li>○ Give students opportunities to make predictions</li> </ul> </li> </ul>

<p><i>where relevant evidence is located.</i></p>	<p>comprehension by writing about what is read by using division-adopted HQIM.</p>	<p>or informed guesses about characters and events in the literary text being read (<i>K.RL.1D</i>).</p> <ul style="list-style-type: none"> <li>○ Provide opportunities for students to retell the story in sequential order (<i>K.RL.1C, K.C.2D, K.W.1A</i>).</li> <li>○ Provide prompting and support to students when making connections between texts heard (<i>K.RL.3B</i>).</li> <li>○ Provide prompting and support to students with opportunities to answer text-dependent questions at predetermined stopping points.</li> <li>○ Give students opportunities to write in response to texts heard (<i>K.W.1C</i>).</li> </ul>
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## READING INFORMATIONAL TEXT | KINDERGARTEN - INSTRUCTIONAL GUIDE

Prior to teaching the Kindergarten Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades K-2 Side-By-Side](#)

**Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 English Standards of Learning.**

- [LINK- Grade K Understanding the Standards- Reading Informational Text](#)

### Teacher's Note:

- Use the Kindergarten Understanding the Standards.
- In Kindergarten, the Reading Informational Texts standard is met through students engaging in content rich read alouds with prompting and support from adults.
- Expose students to a variety of informational texts to include biographies, directions, textbooks, recipes, magazine articles, and news articles.
- Key Idea and Confirming Details in informational texts focuses on supporting students with answering both literal

(who, what, when, where) and inferential (why, how) questions about texts being read and identifying the main topic and key details of a text. Adults offer prompting and support to students.

- Craft and Style of informational texts focuses on students identifying the purpose of common text features. Adults offer prompting and support to students.
- Integration of Concepts focuses on students identifying similarities and differences between two texts on the same topic and connections to information within a text. Adults offer prompting and support.

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## Reading Informational Text

**K.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.**

### ***K.RI.1 Key Ideas and Confirming Details***

- A. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read.
- B. With prompting and support, identify the main topic and key details of a text.

### ***K.RI.2 Craft and Style***

- A. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.

### ***K.RI.3 Integration of Concepts***

- A. With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- B. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

## Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
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<p><b>Select an informational text</b>  <i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words.</i></p>	<ul style="list-style-type: none"> <li>• Educators will utilize division-adopted HQIM for text selections.</li> <li>• When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English <i>Standards of Learning</i></li> <li>• Ensure Kindergarten students listen to a variety of informational texts including biographies, directions, textbooks, recipes, magazine articles, and news articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Use grade level complex texts from division-adopted HQIM.</li> <li>• Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>K.DSR.A, K.RV.1</i>).</li> </ul>
<p><b>Demands of Text*</b>  <i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words.</i></p> <p><i>DSR.B Introduced in Grade</i></p>	<ul style="list-style-type: none"> <li>• How will the teacher ensure all students understand what the text being read to them?</li> <li>• What key takeaways should students gain from the texts?</li> <li>• What structures are important to call students' attention to?</li> </ul>	<ul style="list-style-type: none"> <li>• Orient the students as to how the text is organized and what features the author employs to convey their message.</li> <li>• Identify the purpose for reading the text.</li> <li>• Provide sentence frames to support both oral language and writing (<i>K.RV.1F, K.W.1C, K.LU.1A</i>).</li> <li>• *Provide scaffolded assistance as needed.</li> </ul>

<p><i>Two.</i></p>	<ul style="list-style-type: none"> <li>• What are the knowledge demands of the text (literacy knowledge, background knowledge, vocabulary knowledge)?</li> <li>• Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text.</li> </ul>	
<p><b>Connect to previously read text to build knowledge and vocabulary understanding</b>  <i>K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> <li>• How will the teacher address the vocabulary that is crucial to understanding the text?</li> <li>• How will the teacher build connections between related texts</li> <li>• How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)?</li> <li>• Use division-adopted HQIM to support the building of thematic units.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate discussions about what is read to build background knowledge and vocabulary understanding <i>before, during and after reading.</i></li> <li>• Build background knowledge with visuals, introductory articles, discussions, videos, and read alouds based on demands of the text students will listen to in the lesson.</li> <li>• Explicitly teach new words using a vocabulary protocol that provides opportunities for students to engage with the word meaning (<i>K.RV. 1A</i>). <ul style="list-style-type: none"> <li>○ Provide students with student friendly definition.</li> <li>○ Provide examples and non-examples in context.</li> <li>○ Provide opportunities for students to use word in speaking and writing.</li> </ul> </li> <li>• Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> <li>○ <i>Teacher Think Aloud:</i> Teacher will stop at</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Plan to set a purpose for reading by activating prior (experience) and background (content knowledge).</li> </ul>	<ul style="list-style-type: none"> <li>○ strategic, predetermined points to model thinking to determine meaning within the text.</li> <li>○ Connect challenging words through visualizing and connecting words, as well as examples and non-examples, support students in creating connections with graphic organizers.</li> <li>• Build connections between related text around a topic of study by: <ul style="list-style-type: none"> <li>○ Modeling through read aloud and interactive think aloud,</li> <li>○ Selecting previously read connected text that students can relate to while building understanding,</li> <li>○ Asking questions that guide students toward making connections.</li> </ul> </li> <li>• Use division-adopted HQIM to build thematic units around related topics of study and across content.</li> <li>• Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.</li> </ul>
<p><b>Craft text dependent questioning (in discussion and in writing)</b>  <i>K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences,</i></p>	<ul style="list-style-type: none"> <li>• Identify key questions from division-adopted HQIM to match the lesson’s objectives.</li> <li>• Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support response, both in</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate discussions about what is read both <i>during reading</i> and <i>after reading</i>. <ul style="list-style-type: none"> <li>○ Provide prompting and support to students when discussing the text.</li> <li>○ Give students opportunities to identify text features in the text and discuss the importance of the feature as it relates to the text being read.</li> <li>○ Provide prompting and support students when identifying the main idea of text and details that support the main idea from the text being read.</li> <li>○ Use turn and talks to discuss responses to</li> </ul> </li> </ul>

<p><i>including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<p>student discussion and in writing.</p> <ul style="list-style-type: none"> <li>• Plan to extend student comprehension by writing about what is read by using division-adopted HQIM.</li> </ul>	<p>questions, both literal and inferential, posed by the teacher about the text (<i>K.C. 1A</i>).</p> <ul style="list-style-type: none"> <li>○ Provide sentence frames for students to use as support during discussions around a specific topic from the text read (<i>K.RV. 1F, K.W. 1C, K.LU. 1A</i>).</li> <li>○ Give opportunities for students to compare and contrast texts with similar topics.</li> <li>○ Provide support and prompting for students to make connections in the text being read or across multiple texts on the same topic.</li> <li>○ Give students opportunities to write in response to texts heard (<i>K.W. 1C</i>).</li> </ul>
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## READING & VOCABULARY | KINDERGARTEN – INSTRUCTIONAL GUIDE

Prior to teaching the Kindergarten Reading & Vocabulary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades K-2 Side-By-Side](#)

**Critical for successful planning and implementation of grade level expectations for Reading & Vocabulary in the 2024 *English Standards of Learning*.**

- **LINK-** [Grade K Understanding the Standards- Reading and Vocabulary](#)

### Teacher’s Note:

- Use the Kindergarten Understanding the Standards.
- Kindergarten Reading and Vocabulary strand focuses on systematically building students’ vocabulary through the listening of both literary and informational texts read aloud and participating in discussions.
- Support students’ vocabulary development by reading high-quality, content rich texts.
- Build word consciousness for students by creating an environment that uses and values rich vocabulary.

- Encourage students to use rich vocabulary when speaking and demonstrate how vocabulary helps students be specific when sharing their thoughts and ideas.

## Reading and Vocabulary

**K.RV The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.**

### *K.RV.1 Vocabulary Development and Word Analysis*

- Discuss meanings of words from a variety of texts and experiences.
- Ask questions about words not understood.
- Use vocabulary from across content areas.
- Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary).
- Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
- Use newly learned words and phrases in discussions and speaking activities.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p><b>Within the selected literary or informational text</b>  <i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words.</i></p>	<ul style="list-style-type: none"> <li>• Identify authentic stopping points in the text to teach/decode new, grade level words.</li> <li>• Vocabulary taught is dependent on the text. Plan for ways to purposefully build students' vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students, through read alouds, to concepts, vocabulary, and sentence structure that stretch their listening comprehension, while also building their world and word knowledge.</li> <li>• Teachers should be intentional about which words they select from grade-level text to explicitly teach. These could include:               <ul style="list-style-type: none"> <li>○ General academic language and content-specific vocabulary words.</li> </ul> </li> </ul>
<p><b>Connect to previously</b></p>	<ul style="list-style-type: none"> <li>• Utilize division-adopted</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly teach new words using vocabulary protocol</li> </ul>

<p><b>read text to build knowledge and vocabulary understanding</b>  <i>K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>HQIM and/or text sets to build knowledge and vocabulary.</p> <ul style="list-style-type: none"> <li>• How will the teacher allow students multiple opportunities to hear related words and build knowledge networks?</li> <li>• What words are selected to explicitly teach from the text (general academic language, content-specific vocabulary)?</li> <li>• How will the teacher explicitly teach selected vocabulary from text?</li> <li>• Plan for a vocabulary routine.</li> </ul>	<p>that provides opportunities for students to engage with the word meaning (<i>K.RV.1A</i>).</p> <ul style="list-style-type: none"> <li>○ Provide students with student friendly definition.</li> <li>○ Provide examples and non-examples in context.</li> <li>○ Provide opportunities for students to use word in speaking and writing.</li> <li>• Engage in activities with students to activate or build prior (experience) and background (content knowledge) through reading literary and informational texts.</li> </ul>
<p><b>Supports for decoding and encoding*</b>  <i>K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</i></p> <p><i>K.FFW.2 Spelling</i></p>	<ul style="list-style-type: none"> <li>• How will the teacher ensure all students are decoding/reading words?</li> <li>• How will the teacher ensure that decoding and encoding instruction is explicit (I do, we do, you do) and systematic (logical order)?</li> <li>• How will students read,</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to decode/read words that incorporate the new and previously taught phonics features.</li> <li>• Provide opportunities for students to apply the following features when decoding/reading and encoding/spelling words from text: <ul style="list-style-type: none"> <li>○ Words containing short vowels, including words beginning and ending in a digraph (<i>K.FFR.3G</i>).</li> </ul> </li> <li>• Explicitly model and provide opportunities for students to:</li> </ul>

	<p>write and discuss/communicate using newly acquired vocabulary?</p>	<ul style="list-style-type: none"> <li>○ Recognize syllable types (open and closed).</li> <li>○ Identify between long and short vowel sounds (<i>K.FFR.3C</i>).</li> <li>● Build students’ general and academic language and content specific vocabulary by providing opportunities for students to listen, read and discuss a variety of texts.</li> <li>● *Provide scaffolded assistance as needed.</li> </ul>
<p><b>Craft text dependent questioning (in discussion and in writing)</b> <i>K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> <li>● Plan for stopping points and questioning that will support students in systematically building vocabulary and word knowledge</li> <li>● How will students read, write, discuss, and communicate using rich vocabulary and understandings?</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure students are using rich vocabulary when responding orally to text-based discussion and when responding to text in writing.</li> <li>● Provide opportunities for students to use newly acquired vocabulary and topic specific language and vocabulary to communicate when responding text-based discussions and writing (<i>K.RV. 1F, K.W. 1</i>).</li> </ul>

## WRITING & LANGUAGE USAGE | KINDERGARTEN - INSTRUCTIONAL GUIDE

Prior to teaching the Kindergarten Writing & Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 *English Standards of Learning*.

- [LINK- Grade K Understanding the Standards- Writing](#)
- [LINK- Grade K Understanding the Standards- Language Usage](#)

### Teacher's Note:

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- Use the Kindergarten Understanding the Standards.
- In Kindergarten, the Writing standard sets the foundation for students' writing for different purposes, including narrative and descriptive pieces and the foundation for composition and organization of students' writing.
- Students respond to text read or heard through writing.
- At the beginning of the year, students may rely more on the use of drawings to express their message, by the end of the year the expectation is that students will write simple narrative and descriptive pieces along with responding to texts through writing in addition to their drawings.
- In the Kindergarten Language Usage standard, the focus is on students' use of grammar in both speaking and writing.
- Grammar applies mostly when students speak. This is done purposefully to show how spoken language builds the foundation for students' writing.
- Guidance and support provide a scaffold for foundational skill building.

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## Writing

**K.W The student will write in a variety of forms, linked to kindergarten content and texts.**

### ***K.W.1 Modes and Purposes for Writing***

- A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).
- B. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.
- C. Use a combination of drawing, dictating, and writing to write in response to texts heard.

### ***K.W.2 Organization and Composition***

- A. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes:

- i. Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc.).
- ii. Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic.

## Language Usage

**K.LU** The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

### **K.LU.1 Grammar**

- A. Produce and expand complete sentences in shared language activities.
- B. Use nouns to identify and name people, places, and things.
- C. Use pronouns to identify individuals and groups (*he, she, they, his, hers, their(s)*).
- D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
- E. Use verbs to locate specific actions.

### **K.LU.2 Mechanics**

- A. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.
- B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
- C. Phonetically spell words containing unknown letter-sound correspondences.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p><b>Select a literary or informational text</b>  <i>K.DSR.A Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and</i></p>	<ul style="list-style-type: none"> <li>• Utilize model texts of the type of writing:               <ul style="list-style-type: none"> <li>○ texts from division-adopted HQIM,</li> <li>○ texts from multiple sources,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduce various genres found within division-adopted HQIM explaining organizational characteristics and purpose in writing.</li> <li>• When selecting a model text consider,               <ul style="list-style-type: none"> <li>○ Purpose and characteristics of writing (narrative, expository or informational, opinion),</li> </ul> </li> </ul>

<p><i>texts that include phonic elements and irregular words.</i></p>	<ul style="list-style-type: none"> <li>○ student exemplar.</li> </ul>	<ul style="list-style-type: none"> <li>○ How the author makes purposeful choices to express their message (text structure, word choice, style, organization).</li> </ul>
<p><b>Connect to previously read text to build knowledge and vocabulary understanding</b>  <i>K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> <li>● How does this writing instruction connect to previously instructed reading/texts? <ul style="list-style-type: none"> <li>○ Teachers will plan to build writing instruction off previous steps in the writing process.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Make connections between previously read text from the division-adopted HQIM and the exemplar of the type of writing to collaboratively brainstorm common characteristics.</li> <li>● Provide support to students to build upon knowledge from texts heard used during instruction to write both narrative stories and descriptive writing.</li> <li>● Reinforce phonics features previously taught, as well as new phonics features used in writing.</li> <li>● To prepare students for writing and to ensure all students have a catalyst to write, consider pulling an excerpt or paired passage to build background knowledge and content.</li> </ul>
<p><b>Skills in Practice</b>  <i>K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is</i></p>	<ul style="list-style-type: none"> <li>● How will the teacher ensure all students are engaging in the prewriting and composition of writing?</li> <li>● How will the teacher ensure that all students can access the mentor or exemplar texts?</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for students to respond to texts using drawings, dictation or writing (<i>K.W.1C</i>).</li> <li>● Include opportunities for students to apply the newly learned words and phrases in discussions and/or writing (<i>K.RV.1F</i>).</li> <li>● Provide sentence frames to students for support during discussions and/or writing around a specific topic from the text read (<i>K.RV.1F, K.W.1C, K.LU.1A</i>).</li> <li>● Provide guidance and support to students during the prewriting process (<i>K.W.2</i>). <ul style="list-style-type: none"> <li>○ Model the use of graphic organizers to gather ideas and plan for writing.</li> </ul> </li> </ul>

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## COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | KINDERGARTEN - INSTRUCTIONAL GUIDE

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Prior to teaching the Kindergarten Communication & Multimodal Literacies and Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades K-2 Side-By-Side](#)

*Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 English Standards of Learning.*

- [LINK- Grade K Understanding the Standards- Communication and Multimodal Literacies](#)
- [LINK- Grade K Understanding the Standards- Language Usage](#)

### Teacher's Note:

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- Use the Kindergarten Understanding the Standards.
- In Kindergarten, the Communication and Multimodal Literacies standard focuses on building skills around communication, listening and collaboration.
- Students build skills to effectively share ideas through speaking and set the foundation for the presentation of their ideas.
- Provide daily opportunities for student communication and participation in oral language activities in a variety of settings.
- Students participate in daily discussions and conversations on kindergarten topics and texts.

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### Communication and Multimodal Literacies

**K.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

#### ***K.C.1 Communications, Listening, and Collaboration***

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and

texts. This includes:

- i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
- ii. Respectfully building on others' ideas and expressing their own clearly.
- iii. Asking questions to seek help, get information, or clarify information for further understanding.
- iv. Expressing ideas and needs in complete sentences.

### ***K.C.2 Speaking and Presentation of Ideas***

- A. Describe personal experiences using complete sentences.
- B. Speak audibly with appropriate pacing, prosody, and voice level.
- C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
- D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story.

## **Language Usage**

**K.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### ***K.LU.1 Grammar***

- A. Produce and expand complete sentences in shared language activities.
- B. Use nouns to identify and name people, places, and things.
- C. Use pronouns to identify individuals and groups (*he, she, they, his, hers, their(s)*).
- D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
- E. Use verbs to locate specific actions.

### ***K.LU.2 Mechanics***

- A. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.
- B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
- C. Phonetically spell words containing unknown letter-sound correspondences.

## Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p><b>Reading Literary Texts</b></p>	<ul style="list-style-type: none"> <li>• How will the teacher support students responding to text dependent questions?</li> <li>• Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about complex texts listened to.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask, guide, and support students in answering text-dependent questions.</li> <li>• Provide opportunities for students to use sentence frames to build academic language, and responses are literary text (<i>K.RV.1F, K.W.1C, K.LU.1A</i>).</li> <li>• Model teacher-led collaborative discussions and guide students in group or one-on-one discussions focused on grade level text.</li> <li>• Provide opportunities for students to orally identify characters, setting, important events and details to re-tell a story in sequential order (<i>K.RL.1B, K.RL.1C</i>).</li> <li>• Provide opportunities for students to respond to texts heard through discussions and/or writing (<i>K.DSR.C</i>).</li> <li>• Use think aloud strategies during read alouds, modeling how good readers stop, question, and think as they read.</li> <li>• Guide and support students through a variety of literary text.</li> </ul>
<p><b>Reading Informational Texts</b></p>	<ul style="list-style-type: none"> <li>• How will the teacher support students responding to text dependent questions?</li> <li>• Plan for and/or structure literacy instruction for students to regularly engage in sustained,</li> </ul>	<ul style="list-style-type: none"> <li>• Ask, guide, and support students in answering text-dependent questions.</li> <li>• Provide opportunities for students to use sentence frames to build academic language and responses around informational text (<i>K.RV.1F, K.W.1C, K.LU.1A</i>).</li> <li>• Provide opportunities for students to respond to texts heard through discussions and/or writing (<i>K.DSR.C</i>).</li> <li>• Use think aloud strategies during read alouds, modeling</li> </ul>

	<p>collaborative discussions about complex texts listened to.</p>	<p>how good readers stop, question, and think as they read.</p> <ul style="list-style-type: none"> <li>• Guide and support students through a variety of literary forms found in informational text.</li> </ul>
<b>Reading and Vocabulary</b>	<ul style="list-style-type: none"> <li>• How is the teacher supporting students to learn, use, and develop their general academic content and content specific vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>• Model using taught vocabulary during daily instruction when speaking and writing.</li> <li>• Ensure students have opportunities to use newly learned words and phrases in discussions and speaking activities (<i>K.RV.1F</i>).</li> <li>• Encourage students to ask for the meaning of unknown words and make connections to familiar words.</li> <li>• Discuss and explicitly teach meanings of words in context from a variety of texts across content areas to deepen understanding or word meaning and relationships.</li> </ul>
<b>Writing and Language Usage</b>	<ul style="list-style-type: none"> <li>• How will the teacher instruct and/or provide feedback on oral language usage in order to support instruction and student response?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to ask for the meaning of unknown words and make connections to familiar words.</li> <li>• Encourage students to use newly learned words and phrases in discussions and speaking activities (<i>K.RV.1F</i>).</li> <li>• Model appropriate language usage.</li> <li>• Provide opportunities for students to produce and expand sentences in shared language activities (<i>K.LU.1A</i>).</li> <li>• Provide opportunities for students to use a combination of drawing, dictating, and writing to write in response to texts heard (<i>K.W.1C</i>).</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• How will the teacher support effective</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure opportunities for students to informally share recorded information collected from research in both</li> </ul>

	<p>speaking and the presentation of ideas in order for students to communicate research findings successfully?</p> <ul style="list-style-type: none"> <li>• Plan for experiences where students are asked to present in an organized and concise manner, providing evidence to support their main ideas, as founded through research.</li> </ul>	<p>small and large group settings (<i>K.R. 1D</i>).</p> <ul style="list-style-type: none"> <li>• Plan for opportunities for students to ask clarifying questions in order to paraphrase and summarize ideas being discussed.</li> </ul>
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## RESEARCH | KINDERGARTEN - INSTRUCTIONAL GUIDE

Prior to teaching the Kindergarten Research standards, review:

- [Progression Chart - Research](#)
- [Grades K-2 Side-By-Side](#)

*Critical for successful planning and implementation of grade level expectations for Research in the 2024 English Standards of Learning.*

- [LINK- Grade K Understanding the Standards- Research](#)

### Teacher's Note:

- Use the Kindergarten Understanding the Standards.
- In the Kindergarten Research standard, students learn to conduct research by listening to texts on selected topics to build knowledge and/or solve problems using available resources.
- Prompt and support students through the research process and provide authentic opportunities for students to share their findings.

## Research

**K.R** The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics of solve problems using available resources.

### ***K.R.1 Evaluation and Synthesis of Information***

- A. With prompting and support, generate a topic of interest and question to explore a given topic.
- B. With prompting and support, find information on the topic from pictures, texts, people or provided sources.
- C. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.
- D. With prompting and support, in small or large group settings, informally share recorded information collected from research.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p><b>Select the purpose for research</b>  <i>K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> <li>• Utilize theme from division-adopted HQIM.</li> <li>• Utilize opportunities for cross-content connections when researching topics or themes from History and Social Science, and Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of literary and informational texts to provide opportunities to compare and contrast topics and ideas (<i>K.RL.3B, K.RI.3B</i>).</li> <li>• Encourage students to ask for the meaning of unknown words and make connections to familiar words.</li> <li>• Set a purpose for completing research by providing a guiding question, activating prior (experience) and background (content) knowledge (<i>K.R. 1A</i>).</li> <li>• Model brainstorming to generate a topic of interest to be researched.</li> </ul>
<p><b>Connect to previously read text to build knowledge and vocabulary</b></p>	<ul style="list-style-type: none"> <li>• How does this research connect to the topics and themes students are learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Use think aloud to model asking questions about a given research topic.</li> <li>• Determine questions to present to students based on grade level content (connections to science and social</li> </ul>

<p><b>understanding</b>  <i>K.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> <li>• Plan for how students will share new knowledge garnered from research and continue to ask questions to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>studies).</li> <li>• Guide students in researching to build background knowledge on grade level content and texts.</li> </ul>
<p><b>Skills in Practice</b>  <i>K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> <li>• Plan for integrating student research with expository writing (W, LU) instruction and student reading of information text (RI, RV).</li> <li>• What prompting and support will be provided from the teacher?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities during reading and writing instruction for students to formulate questions about specific literary and informational text topics.</li> <li>• Support students finding information in pictures, texts, people or provided sources.</li> <li>• Provide a list of questions to support students exploring a given topic (<i>K.R. 1A</i>).</li> <li>• Provide opportunities for students to write about their research topic using drawings, writing, or dictation.</li> <li>• Support students in presenting information collected from research in small or large group settings.</li> </ul>
<p><b>Modeling</b>  <i>K.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of</i></p>	<ul style="list-style-type: none"> <li>• How can the teacher model working through the research process?</li> <li>• Utilize examples of finished research products (papers,</li> </ul>	<ul style="list-style-type: none"> <li>• Model questioning to explore a given topic (<i>K.R. 1A, K.C. 1Aiii</i>).</li> <li>• Model how to respond to topics using notes and information from print and digital literary and informational texts.</li> <li>• Model how to compose and expand complete</li> </ul>

<p><i>evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<p>multimodal presentations).</p>	<p>sentences (<i>K.LU.1A</i>).</p> <ul style="list-style-type: none"> <li>• Integrate opportunities for students to use templates to organize information collected (e.g., charts, graphs).</li> </ul>
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## GRADE K CROSS CONTENT CONNECTIONS

*Developed in collaboration with the Virginia Department of Education’s History and Science Departments*

**Teacher’s Note about Lexile Levels and Pairing Text:** The Virginia English *Standards of Learning* focus on building student ability to read and understand grade-level complex text and express that understanding clearly through writing and speaking. The English *Standards of Learning* emphasize the role of close engagement with text in students building knowledge about the world. A coherent sequence of texts around a clear topic or line of inquiry will support students in building vocabulary and background knowledge. In addition to educators utilizing their division, selected division-adopted HQIM, text sets are one tool for educators in planning units of instruction to help students meet the demands of the standards. Additionally, Virginia K-5 educators will utilize division-adopted HQIM throughout the entirety of the core literacy instructional time. Educators should seek opportunities to reinforce the English *Standards of Learning* throughout the instructional day. While there is no single process for developing text sets, students should be anchored in grade-level complex text. Grade level complex text is both a quantitative and qualitative decision-making process. In Kindergarten and Grade 1, students will engage in listening to complex texts in the Lexile range of 2<sup>nd</sup>/3<sup>rd</sup> grade, as student language comprehension in these grades are above their reading comprehension. Teachers will carry the cognitive lift of decoding complex text in Kindergarten and Grade 1 while students develop comprehension. In the sample text sets below, organized around grade level science and/or social studies content, students will be engaged in grade level, complex text for the bulk of instructional time. However, teachers may decide to introduce a topic and/or build understanding around a theme or area of knowledge by reading a text that is below the quantitative grade band outlined in the Appendix of the English *Standards of Learning* with the intent of utilizing the knowledge/vocabulary/topics in that text to scaffold students in accessing grade-level text and expressing comprehension of what they’ve read in both writing and speaking.

**Note:** The included texts are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining texts and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

<b>Science</b>		
<b>Theme</b>	<b>Literary Text(s) + Lexile</b>	<b>Informational Text(s) + Lexile</b>
<b>Force, Motion, and Energy</b> <i>(push/pull)</i>	<ul style="list-style-type: none"> <li>• <i>And Everyone Shouted Pull</i> by Claire Llewellyn</li> <li>• <i>Oscar and the Cricket</i> by Geoff Waring (500L)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Move It!: Motion, Forces, and You</i> by Adrienne Mason (550L)</li> <li>• <i>Forces Make Things Move</i> by Kimberly Bradley</li> <li>• <i>Motion: Push and Pull, Fast and Slow</i> by Darlene Stille (570L)</li> </ul>
<b>Patterns in Nature</b> <i>(seasons, day/night, daily weather)</i>	<ul style="list-style-type: none"> <li>• <i>The Squirrels Busy Year</i> by Marin Jenkins (560L)</li> <li>• <i>Snow Rabbit, Spring Rabbit</i> by Il Sung Na (450L)</li> <li>• <i>Good Day, Good Night</i> by Margaret Wise Brown (390L)</li> <li>• <i>What Will the Weather Be Like Today</i> by Paul Rogers (470L)</li> <li>• <i>Freddy the Forecaster</i> by Janice Dean</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Tree for All Seasons</i> by Robin Bernard (510L)</li> <li>• <i>Sunshine Makes the Seasons</i> by Franklyn Branley (510L)</li> <li>• <i>Day and Night</i> by Robin Nelson (480L)</li> <li>• <i>Explore My World: Weather</i> by Lisa M. Gerry (630L)</li> </ul>
<b>Living Systems and Processes</b> <i>(five senses, living and nonliving, habitats)</i>	<ul style="list-style-type: none"> <li>• <i>Forest Friends Five Senses</i> by Cristina Garelli</li> <li>• <i>Welcome Home, Bear: A Book About Habitats</i> by Il Sung Na (560L)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Look, Listen, Taste, Touch, and Smell: Learn About Your Five Senses</i> by Pamela Hill Nettleton (550L)</li> <li>• <i>Me and My Senses</i> by Joan Sweeney (480L)</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Welcome Home Bear: A Book of Animal Habitats</i> by Il Sung Na (AD550L)</li> <li>• <i>Crinkleroot’s Guide to Knowing Animal Habitats</i> by Jim Arnosky (880L)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Alik (480L)</li> <li>• <i>Why Living Things Need Home</i> by Daniel Nunn (220L)</li> <li>• <i>Why Living Things Need Homes</i> by Danial Nunn (220L)</li> <li>• <i>Animal Habitats</i> by Julie Lundgren (500L)</li> <li>• <i>All Kinds of Habitats</i> by Sally Hewitt (IG890L)</li> <li>• <i>Amazing Animal Homes</i> by Chris Packham (625L)</li> <li>• <i>Homes and Habitats: An Introduction to Animals Homes and the Environments Where They Live</i> by Mary Sivertsen and Sarah Jacobsen</li> <li>• <i>About Habitats: Rivers and Streams</i> by Cathryn Sill (NC870L)</li> <li>• <i>About Habitats: Grasslands</i> by Cathryn Sill (AD630L)</li> <li>• <i>About Habitats: Oceans</i> by Cathryn Sill (AD630L)</li> <li>• <i>About Habitats: Deserts</i> by Cathryn Sill (350L)</li> </ul>
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**Social Studies**

Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
<b>Civics</b> ( <i>good citizens, patriotism</i> )	<ul style="list-style-type: none"> <li>• <i>What Can a Good Citizen Do</i> by Dave Eggers (340L)</li> <li>• <i>What If Everybody Did That</i> by Ellen Javernick (450L)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is Citizenship</i> by Jennifer Boothroyd (380L)</li> <li>• <i>Being a Good Citizen: A Kids Guide to Community Involvement</i> by Rachel</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Being a Good Citizen: A Book About Citizenship</i> by Mary Small (650L)</li> <li>• <i>I'm a Good Citizen</i> by Jayden Coll-Seck (440L)</li> <li>• <i>I Pledge Allegiance</i> by Pat Mora (580L)</li> </ul>	<p>Kreisman (510L)</p> <ul style="list-style-type: none"> <li>• <i>I Am a Good Citizen</i> by Jenny Fretland VanVoorst (390L)</li> <li>• <i>Why Are There Stripes on the American Flag</i> by Martha E.H. Rustad</li> <li>• <i>Red, White, and Blue: The Story of the American Flag</i> by John Herman</li> <li>• <i>Our Pledge, Our Promise: The Pledge of Allegiance Explained</i> by Sheri Wall</li> </ul>
<b>History</b> ( <i>past/present</i> )	<ul style="list-style-type: none"> <li>• <i>When I was Young in the Mountains (780L)</i> by Cynthia Rylant</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Toys and Games Past and Present</i> by Kerry Dinmont (440L)</li> <li>• <i>Homes Past and Present</i> by Kerry Dinmont (450L)</li> <li>• <i>Communication Past and Present</i> by Kerry Dinmont (440L)</li> <li>• <i>Schools Past and Present</i> by Kerry Dinmont (450L)</li> <li>• <i>Food Long Ago and Today</i> by Linda LeBoutillier (690L)</li> <li>• <i>Transportation Then and Now</i> by Robin Nelson</li> </ul>
<b>Geography</b> ( <i>positional words, use simple maps and globes</i> )	<p>Positional Words</p> <ul style="list-style-type: none"> <li>• <i>Where is Bear?</i> by Jonathan Bentley</li> <li>• <i>I'm On It!</i> by Andrea Tsurumi</li> <li>• <i>Circle Under Berry</i> by Carter Higgins</li> <li>• <i>Inside Outside Upside Down</i> by</li> </ul>	<p>Maps</p> <ul style="list-style-type: none"> <li>• <i>Map My Room</i> by Jennifer Boothroyd (350L)</li> <li>• <i>Map My Home</i> by Jennifer Boothroyd (460L)</li> <li>• <i>Map My Neighborhood</i> by Jennifer Boothroyd (420L)</li> </ul>

	<p>Jan and Stan Berenstain</p> <ul style="list-style-type: none"> <li>• <i>In-Between Things</i> by Priscilla Tey</li> </ul> <p>Maps</p> <ul style="list-style-type: none"> <li>• <i>Me on the Map</i> by Joan Sweeney</li> <li>• <i>Martha Maps It Out</i> by Leigh Hodgkinson</li> <li>• <i>Follow That Map: A First Look at Mapping Skills</i> by Scot Ritchie</li> <li>• <i>The Map Challenge</i> by Tracy Packiam Alloway (550L)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Map My School</i> by Harriet Brundle (630L)</li> <li>• <i>Map My Community</i> by Harriet Brundle (640L)</li> <li>• <i>Reading Maps</i> by Ann H. Matzke (640L)</li> <li>• <i>Keys and Symbols on Maps</i> by Meg Greve (500L)</li> <li>• <i>Map Symbols</i> by Terri Fields (380L)</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• <i>Charlie and Lola: I Really, Really Need Actual Ice Skates</i> by Lauren Child</li> <li>• <i>Lily Learns About Wants and Needs</i> by Lisa Bullard</li> <li>• <i>Making Smart Choices: Needs and Wants</i> by Lisa Bullard</li> <li>• <i>Those Shoes</i> by Maribeth Boelts</li> <li>• <i>Wants vs. Needs vs. Robots</i> by Michael Rex (520L)</li> <li>• <i>I Am Money</i> by Julia Cook (AD620L)</li> <li>• <i>Bunny's Big Discovery: A Tale of Wants and Needs</i> by O. Duggan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Emmanuel's Dream</i> by Laurie Ann Thompson (770L)</li> <li>• <i>Need It or Want It</i> by Horde (730L)</li> <li>• <i>Let's Explore Needs and Wants</i> by Laura Hamilton Waxman (310L)</li> </ul>

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