

**KG Language Arts Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 180

Reporting Category/Strand: Oral Language

<p>SOL EK.1</p>	<p>K.1 The student will demonstrate growth in the use of oral language.</p> <p>a) Listen to a variety of literary forms, including stories and poems.</p> <p>b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.</p> <p>c) Participate in oral generation of language experience narratives.</p> <p>d) Participate in creative dramatics.</p> <p>e) Use complete sentences that include subject, verb, and object.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction. ● use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction. ● use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction. ● use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside). ● use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities. ● recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. ● use vocabulary from content areas during partner or group activities and during teacher-directed instruction. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that learning new words enhances communication.

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	<ul style="list-style-type: none"> ● understand that word choice ● makes communication clearer. ● understand that information can be gained by asking about words not understood
Essential Questions	How do we use Oral Language effectively?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	rhyme, sentence

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 180

Reporting Category/Strand: Oral Language

SOL EK.2	<p>K.2 The student will expand understanding and use of word meanings.</p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use number words.</p> <p>c) Use words to describe/name people, places, and things.</p> <p>d) Use words to describe/name location, size, color, and shape.</p> <p>e) Use words to describe/name actions.</p> <p>f) Ask about words not understood.</p> <p>g) Use vocabulary from other content areas.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that learning new words enhances communication. ● understand that word choice makes communication clearer. ● understand that information can be gained by asking about words not understood <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● understand and use number words in conversations, during partner and group activities, and during teacher-directed

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	<p>instruction.</p> <ul style="list-style-type: none"> ● use words to describe or name people, places, feelings, and things during partner and 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. <ul style="list-style-type: none"> ● use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside). ● use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities. ● recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. ● use vocabulary from content areas during partner or group activities and during teacher-directed instruction.
Essential Questions	Why are word meanings important?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	descriptive words (size, shape, color, spatial)

Marking Period: 1st Nine Weeks (a,b,c,d,g,h) then ongoing

Days: 45

Reporting Category/Strand: Oral Language

SOL EK.3 (a,b,c,d,g,h)	<p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. g) Follow one- and two-step directions. h) Begin to ask how and why questions.
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<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. ● verbally express needs through direct requests. ● participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). ● initiate conversations with peers and teachers in a variety of school settings. ● listen attentively to others in a variety of formal and informal settings ● involving peers and adults. ● participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). ● listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. wait for their turn to speak, allowing others to speak without unnecessary interruptions. ● maintain conversation on topic through multiple exchanges in group and partner discussions clearly state a thought related to the book or topic being discussed. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that conversation is interactive. ● begin to understand that the setting influences rules for communication. ● understand that information can be gained by generating questions and seeking answers.
<p>Essential Questions</p>	<p>How do people effectively understand each other?</p>
<p>Primary Resources</p>	<p>*See LCPS Enhanced K Pacing Guide</p>
<p>Essential Vocabulary</p>	<p>conversation</p>

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Oral Language

<p>SOL EK.4 (a,b)</p>	<p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <p>a) Begin to discriminate between spoken sentences, words, and syllables.</p> <p>b) Identify and produce words that rhyme.</p>
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Essential Knowledge/Skills/Understandings	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● focus on speech sounds. ● demonstrate the concept of word by segmenting spoken sentences into individual words. ● identify a word that rhymes with a spoken word. ● supply a word that rhymes with a spoken word. ● produce rhyming words and recognize pairs of rhyming words presented orally. ● generate rhyming words based on a given rhyming pattern. ● supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines. ● segment a word into individual syllables by clapping hands or snapping fingers. ● discriminate between large phonological units of running speech, sentences, words, and syllables. <p>Essential Understanding</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. ● understand that a spoken sentence is made up of individual words.
Essential Questions	How do we recognize rhyming words?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	syllables

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

SOL EK.5 (a,b,c,d)	<p>The student will understand how print is organized and read.</p> <p>a) Hold print materials in the correct position.</p> <p>b) Identify the front cover, back cover, and title page of a book.</p> <p>c) Distinguish between print and pictures.</p>
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	d) Follow words from left to right and from top to bottom on a printed page.
Essential Knowledge/Skills/Understandings	<p>Essential Knowledge and Skills</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 and name periods, question marks, and exclamation points. ● locate lines of text, words, letters, and spaces. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that all print materials in English follow similar patterns. ● understand one to one correspondence with the spoken work
Essential Questions	How do you read a book?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	parts of a book (front cover, back cover, title page), punctuation (period, question mark, exclamation point)

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

SOL EK.6 (a,b,d)	<p>The student will demonstrate an understanding that print conveys meaning.</p> <p>a) Identify common signs and logos.</p> <p>b) Explain that printed materials provide information.</p> <p>d) Read his/her name and read fifteen meaningful, concrete words.</p>
Essential	Essential Knowledge and Skills

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Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● apply knowledge that print conveys meaning. ● explain that printed material provides information. ● locate commonly used words and phrases in familiar text. ● recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) recognize and identify their own first name. ● recognize and identify common signs, logos, and labels. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that print conveys meaning.
Essential Questions	How do we read words for meaning?
Primary Resources	*See LCPS Enhanced Pacing Guide
Essential Vocabulary	signs, words, popcorn words

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

SOL EK.7 (a,d)	<p>The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the uppercase and lowercase letters of the alphabet.</p> <p>d) Identify beginning consonant sounds in single-syllable words.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Knowledge and Skills</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. ● use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. ● isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top). ● distinguish between similarly spelled words by identifying sounds of the letters that differ. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that there is a one-to-one correspondence between spoken and written words

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	<ul style="list-style-type: none"> understand that written words are composed of letters that represent specific sounds
Essential Questions	How are letters arranged to make words?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	vowel, consonant

Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 180

Reporting Category/Strand: Reading

SOL EK.8 (a,b)	<p>The student will expand vocabulary.</p> <p>a) Discuss meanings of words.</p> <p>b) Develop vocabulary by listening to a variety of texts read aloud.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. identify new meanings for familiar words and apply them accurately (e.g., knowing water as a drink and learning the verb water the flowers). sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. use common adjectives to distinguish objects (e.g., the small red square; the shy white cat). (Students are not required to know the term adjective at this level.) ask and respond to questions about unknown words in a text. identify real-life connections between words and their use (e.g., places that are loud). use newly learned words in literacy tasks <p>Essential Understanding</p> <ul style="list-style-type: none"> understand that vocabulary is made up of words and that words have meaning.
Essential Questions	How do we determine the meanings of words?
Primary Resources	*See LCPS Enhanced K Pacing Guide

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Essential Vocabulary	vocabulary
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Marking Period: Introduced 1st Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

SOL EK.9 (a,b,c,g)	<p>The student will demonstrate comprehension of fictional texts.</p> <p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions.</p> <p>g) Discuss characters, setting, and events.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● identify the roles of the author and the illustrator of selected texts. ● make ongoing predictions based on illustrations and text. ● describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict). ● link knowledge from their own experiences to make sense of and talk about a text. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that fictional texts tell a story. ● understand that authors tell stories through words and illustrators tell stories with pictures.
Essential Questions	How do we know if a story is fictional and how are authors and illustrators important to a story?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	author, illustrator, fiction, predict, character, setting, event

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Days: 45

Reporting Category/Strand: Reading

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SOL EK.10 (a,b)	<p>The student will demonstrate comprehension of nonfiction texts.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p>b) Identify text features specific to the topic, such as titles, headings, and pictures.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● make ongoing predictions based on graphics and text. ● relate pictures and illustrations to the text in which they appear. ● link knowledge from their own experiences to make sense of and talk about a text. ● identify the topic of a nonfiction selection. ● ask and respond to simple questions about the content of a book. ● discuss simple facts and information relevant to the topic. ● identify text features including titles, headings and pictures in text. ● identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that nonfictional texts provide information.
Essential Questions	How do we read nonfiction for information?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	nonfiction, topic, title, heading, picture

Marking Period: Introduced First Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Writing

SOL EK.11 (a,b)	<p>The student will print in manuscript.</p> <p>a) Print uppercase and lowercase letters of the alphabet independently.</p> <p>b) Print his/her first and last names.</p>
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Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that there are correct ways to write the manuscript letters of the alphabet. ● understand that their written name provides identification. ● understand that printing properly formed letters makes manuscript writing legible. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● use appropriate pencil grip. ● print upper- and lower-case letters of the alphabet legibly and independently. ● use manuscript letter formation. ● use manuscript number formation. ● form the letters of and space their first and last names. ● write their first and last names for a variety of purposes. ● capitalize the first word in a sentence and the pronoun I.
Essential Questions	How do letters fit together to write names?
Primary Resources	*See LCPS Enhanced Pacing Guide
Essential Vocabulary	manuscript (print), alphabet, capital

Marking Period: Introduced First Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Writing

SOL EK.12 (a)	<p>The student will write to communicate ideas for a variety of purposes.</p> <p>a) Differentiate pictures from writing.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that their writing serves a variety of purposes. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● distinguish print from pictures. ● write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).

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	<ul style="list-style-type: none"> ● write on assigned and/or self-selected topics. ● use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...). ● use writing, dictation, and drawing to narrate an event. ● generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. ● write left to right and top to bottom.
Essential Questions	What are some reasons that people write?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	journal, opinion, fact, left to right, top to bottom

Marking Period: Introduced First Nine Weeks then ongoing

Days: 180

Reporting Category/Strand: Writing

SOL EK.13	The student will use available technology for reading and writing.
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that technology provides a way to interact with print. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● use available digital tools for reading and writing. ● ask and respond to questions about material presented through various media formats. ● share their writing with others.
Essential Questions	How can technology allow me to read and write?

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Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	technology (computer, mouse, screen, icon, ipad, printer)

Marking Period: Introduced 2nd Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Oral Language

SOL K.3 (e,f)	<p>The student will build oral communication skills.</p> <p>e) Participate in group and partner discussions about various texts and topics.</p> <p>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that conversation is interactive. ● begin to understand that the setting influences rules for communication. ● understand that information can be gained by generating questions and seeking answers <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. ● verbally express needs through direct requests. ● participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). ● initiate conversations with peers and teachers in a variety of school settings. ● listen attentively to others in a variety of formal and informal settings involving peers and adults. ● participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). ● listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. ● wait for their turn to speak, allowing others to speak without unnecessary interruptions. ● maintain conversation on topic through multiple exchanges.

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	<ul style="list-style-type: none"> ● in group and partner discussions clearly state a thought related to the book or topic being discussed
Essential Questions	What things do I need to do to communicate with others properly?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	conversation

Marking Period: Introduced 2nd Nine Weeks then ongoing

Days: 45

Reporting Category/Strand: Oral Language

SOL EK.4 (d,e)	<p>The student will identify, say, segment, and blend various units of speech sounds.</p> <p>d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).</p> <p>e) Identify words according to shared beginning and/or ending sounds.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</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. ● understand that a spoken sentence is made up of individual words <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● segment one-syllable words into onset and rime (e.g., the teacher says the word hat and when asked, the student verbally says /h/ for the onset and /-at/ for the rime.) Students are not expected to know the terms onset and rime. ● segment one-syllable words into speech sound units (e.g., the teacher says the word bat, and the student segments the sounds /b/- /a/- /t/). ● substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say cat, but in the place of /c/ she asks them to say /b/, and the student responds with bat).
Essential Questions	How do small units of sound fit together to make words?
Primary Resources	*See LCPS Enhanced K Pacing Guide

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Essential Vocabulary	syllables
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Marking Period: Introduced 2nd Nine weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

SOL EK.5 (e)	The student will understand how print is organized and read. e) Match voice with print (concept of word).
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that all print materials in English follow similar patterns. ● understand that there is a one-to-one correspondence between the spoken and written word <p>Essential Knowledge and Skills</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 lines of text, words, letters, and spaces. ● match voice with print in syllables, words, and phrases. ● locate and name periods, question marks, and exclamation points
Essential Questions	How do we read the printed word in a book or other printed material?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	parts of a book (front cover, back cover, title page), punctuation (period, question mark, exclamation point)

Marking Period: Introduce 2nd Nine Weeks then ongoing

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Days: 45

Reporting Category/Strand: Reading

<p>SOL K.6 (a,c,d)</p>	<p>The student will understand how print is organized and read.</p> <p>a) Hold print materials in the correct position.</p> <p>c) Distinguish between print and pictures.</p> <p>d) Follow words from left to right and from top to bottom on a printed page.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that all print materials in English follow similar patterns. ● understand that there is a one-to-one correspondence between the spoken and written word. <p>Essential Knowledge and Skills</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 lines of text, words, letters, and spaces. ● match voice with print in syllables, words, and phrases. ● locate and name periods, question marks, and exclamation points.
<p>Essential Questions</p>	<p>What processes are used to read the written word?</p>
<p>Primary Resources</p>	<p>*See LCPS Enhanced K Pacing Guide</p>
<p>Essential Vocabulary</p>	<p>signs, words, popcorn words</p>

Marking Period: Introduced 2nd 9 Weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

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SOL EK.7 (c)	The student will develop an understanding of basic phonetic principles. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that there is a one-to-one correspondence between spoken and written words. ● understand that written words are composed of letters that represent specific sounds <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● demonstrate concept of word by: tracking familiar print from left to right and top to bottom; and matching spoken words to print including words with more than one syllable.
Essential Questions	How are sounds, letters, and words related?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	uppercase, lowercase, consonant, vowel

Marking Period: Introduced 2nd 9 weeks then ongoing

Days: 45

Reporting Category/Stand

SOL EK.9 (a-g)	The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read.
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	<p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>g) Discuss characters, setting, and events</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that fictional texts tell a story. ● understand that authors tell stories through words and illustrators tell stories with pictures. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● identify the roles of the author and the illustrator of selected texts. ● make ongoing predictions based on illustrations and text. ● describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict). ● link knowledge from their own experiences to make sense of and talk about a text. ● give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how. ● ask and respond to simple questions about the content of a book. ● use vocabulary from a story in discussions and retellings. ● retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end). ● use words to sequence events (e.g., before, after, and next). ● produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud. ● use descriptive language to talk about characters, settings, and events of a story. ● recognize various types of fictional texts (e.g., storybooks, poems).
<p>Essential Questions</p>	<p>How do authors and illustrators give us information in fictional texts?</p>
<p>Primary Resources</p>	<p>*See LCPS Enhanced K Pacing Guide</p>
<p>Essential Vocabulary</p>	<p>author, illustrator, fiction, predict, character, setting, event</p>

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Marking Period: 2nd 9 weeks then ongoing

Days: 45

Reporting Category/Strand: Reading

SOL EK.11 (a,b)	<p>The student will print in manuscript.</p> <p>a) Print uppercase and lowercase letters of the alphabet independently.</p> <p>b) Print his/her first and last names.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that there are correct ways to write the manuscript letters of the alphabet. ● understand that their written name provides identification. ● understand that printing properly formed letters makes manuscript writing legible. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● use appropriate pencil grip. ● print upper- and lower-case letters of the alphabet legibly and independently. ● use manuscript letter formation. ● use manuscript number formation. ● form the letters of and space their first and last names. ● write their first and last names for a variety of purposes. ● capitalize the first word in a sentence and the pronoun I.
Essential Questions	How do letters fit together to write names?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	manuscript(print), alphabet, capital

Marking Period: Introduced 2nd 9 weeks then ongoing

Days: 135

Reporting Category/Strand: Writing

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SOL EK.12 (a-d)	<p>The student will write to communicate ideas for a variety of purposes.</p> <p>a) Differentiate pictures from writing.</p> <p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p> <p>c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</p> <p>d) Write left to right and top to bottom.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that their writing serves a variety of purposes <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● distinguish print from pictures. ● write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). ● write on assigned and/or self-selected topics. ● use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...). ● use writing, dictation, and drawing to narrate an event. ● generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. ● write left to right and top to bottom.
Essential Questions	What are words and why do we write?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	journal, fact, opinion, left to right, top to bottom

Marking Period: 3rd Nine Weeks then ongoing

Days: 89

Reporting Category/Strand:/ Oral Language

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<p>SOL EK.3 (a-h)</p>	<p>The student will build oral communication skills.</p> <p>a) Express ideas in complete sentences and express needs through direct requests.</p> <p>b) Begin to initiate conversations.</p> <p>c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>d) Listen and speak in informal conversations with peers and adults.</p> <p>e) Participate in group and partner discussions about various texts and topics.</p> <p>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</p> <p>g) Follow one- and two-step directions.</p> <p>h) Begin to ask how and why questions.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that conversation is interactive. ● begin to understand that the setting influences rules for communication. ● understand that information can be gained by generating questions and seeking answers <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. ● verbally express needs through direct requests. ● participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led). ● initiate conversations with peers and teachers in a variety of school settings. ● listen attentively to others in a variety of formal and informal settings involving peers and adults. ● participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). ● listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. ● wait for their turn to speak, allowing others to speak without unnecessary interruptions. ● maintain conversation on topic through multiple exchanges. ● in group and partner discussions clearly state a thought related to the book or topic being discussed.
<p>Essential Questions</p>	<p>How can people communicate effectively with one another?</p>

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Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	conversation

Marking Period: 3rd Nine Weeks

Days: 89

Reporting Category/Strand: Oral Language

SOL EK.4 (a-e)	<p>The student will identify, say, segment, and blend various units of speech sounds.</p> <p>a) Begin to discriminate between spoken sentences, words, and syllables.</p> <p>b) Identify and produce words that rhyme.</p> <p>c) Blend and segment multisyllabic words at the syllable level.</p> <p>d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).</p> <p>e) Identify words according to shared beginning and/or ending sounds.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</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. ● understand that a spoken sentence is made up of individual words. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● focus on speech sounds. ● demonstrate the concept of word by segmenting spoken sentences into individual words. ● segment a word into individual syllables by clapping hands or snapping fingers. ● discriminate between large phonological units of running speech, sentences, words, and syllables. ● identify a word that rhymes with a spoken word. ● supply a word that rhymes with a spoken word. ● produce rhyming words and recognize pairs of rhyming words presented orally. ● generate rhyming words based on a given rhyming pattern. ● supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines. ● blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/).

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	<ul style="list-style-type: none"> ● blend and segment multisyllabic words into syllables (e.g., the teacher asks students to say robot without the /ro-/ and students respond with /bot/). ● recognize that a word can be segmented into individual speech sound units. ● recognize how phonemes sound when spoken in isolation. ● recognize similarities and differences in beginning and ending sounds of words.
Essential Questions	Do small units of sound help us to read words?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	syllables

Marking Period: 3rd Nine Weeks

Days: 89

Reporting Category/Strand: Reading

SOL EK.5 (a-e)	<p>The student will understand how print is organized and read.</p> <p>a) Hold print materials in the correct position.</p> <p>b) Identify the front cover, back cover, and title page of a book.</p> <p>c) Distinguish between print and pictures.</p> <p>d) Follow words from left to right and from top to bottom on a printed page.</p> <p>e) Match voice with print (concept of word).</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that all print materials in English follow similar patterns. ● understand that there is a one-to-one correspondence between the spoken and written word

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	<p>Essential Knowledge and Skills</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 lines of text, words, letters, and spaces. ● match voice with print in syllables, words, and phrases. ● locate and name periods, question marks, and exclamation points.
Essential Questions	How do we read books and other printed materials?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	parts of book (front cover, back cover, title page), punctuation (period, question mark, exclamation point)

Marking Period: 3rd Nine Weeks

Days: 89

Reporting Category/Strand: Reading

SOL EK.6 (a-d)	<p>The student will demonstrate an understanding that print conveys meaning.</p> <p>a) Identify common signs and logos.</p> <p>b) Explain that printed materials provide information.</p> <p>c) Read and explain own writing and drawings.</p> <p>d) Read his/her name and read fifteen meaningful, concrete words.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that print conveys meaning.

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	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● apply knowledge that print conveys meaning. ● recognize and identify common signs, logos, and labels. ● explain that printed material provides information. ● read and explain their own drawings and writings. ● locate commonly used words and phrases in familiar text. ● recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) ● recognize and identify their own first and last names
Essential Questions	Why do we need to read effectively our names, common signs and logos and other sight words?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	sign, word, popcorn word

Marking Period: 3rd Nine Weeks

Days: 89

Reporting Category/Strand: Reading

SOL EK.7 (a-d)	<p>The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the uppercase and lowercase letters of the alphabet.</p> <p>b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p> <p>c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p>d) Identify beginning consonant sounds in single-syllable words.</p>
Essential Knowledge/Skills/Understandings	<p>Essential Understanding</p> <ul style="list-style-type: none"> ● understand that there is a one-to-one correspondence between spoken and written words. ● understand that written words are composed of letters that represent specific sounds. <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> ● recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.

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	<ul style="list-style-type: none"> ● match uppercase and lowercase letter pairs. ● produce the usual sounds of consonants, short vowels and initial consonant digraphs. ● demonstrate concept of word by: <ul style="list-style-type: none"> ● tracking familiar print from left to right and top to bottom; and ● matching spoken words to print including words with more than one syllable. ● write the grapheme (letter) that represents a spoken sound. ● use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. ● isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top). ● identify long and short sounds with common spellings for the five major vowels. <p>distinguish between similarly spelled words by identifying sounds of the letters that differ. segment onsets and rimes and begin to blend to form the words.</p>
Essential Questions	How do letters and sounds relate to words?
Primary Resources	*See LCPS Enhanced K Pacing Guide
Essential Vocabulary	uppercase, lowercase, consonant, vowel