

Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: K

Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND

K.FFR.1.

Print Concepts: The student will apply knowledge of how print is organized and read.

INDICATOR / STANDARD

C.

Demonstrate knowledge that spoken words are represented in print and separated by spaces.

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND

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).

INDICATOR / STANDARD

A.

Demonstrate ability to segment spoken words in sentences and syllables in words.

INDICATOR / STANDARD

B.

Blend and segment one syllable words by onset and rime.

INDICATOR / STANDARD

C.

Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with //, /r/, or /x/).

INDICATOR / STANDARD

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).

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND

K.FFR.3.

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

INDICATOR / STANDARD

A.

Identify capital and lowercase letters of the alphabet.

INDICATOR / STANDARD

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").

INDICATOR / STANDARD	D.	Demonstrate knowledge that every word has a vowel sound.
----------------------	----	--

INDICATOR / STANDARD	G.	Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
----------------------	----	--

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
-------------------	----------	--

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
-------------------	-------	--

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
----------------------	---------	----------------------------

INDICATOR	B.	With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
-----------	----	--

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.RL.3.	Integration of Concepts
----------------------	---------	-------------------------

INDICATOR	A.	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).
-----------	----	--

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting

INDICATOR	A.	Use functional pencil grasp for letter formation.
-----------	----	---

INDICATOR	B.	Accurately and automatically print capital and lowercase letters of the alphabet independently.
-----------	----	---

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling

INDICATOR	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).
-----------	----	---

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR	B.	Use nouns to identify and name people, places, and things.
-----------	----	--

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration

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

PROGRESS INDICATOR	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).
--------------------	----	---

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR / STANDARD	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).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC		Reading Literary Text
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.3.	Integration of Concepts

INDICATOR	A.	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).
-----------	----	--

STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting

INDICATOR	A.	Use functional pencil grasp for letter formation.
-----------	----	---

INDICATOR	B.	Accurately and automatically print capital and lowercase letters of the alphabet independently.
-----------	----	---

STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling

INDICATOR	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).
-----------	----	---

STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR	B.	Use nouns to identify and name people, places, and things.
-----------	----	--

INDICATOR	E.	Use verbs to locate specific actions.
-----------	----	---------------------------------------

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
----------------------	--------	---

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

PROGRESS INDICATOR	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).
--------------------	----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
----------------------	--------	------------------------------------

INDICATOR	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.
-----------	----	--

Week 03: Pre-writing, p. 49-55

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
-------------------	----------	--

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC

Reading and Vocabulary

INDICATOR	E.	Use verbs to locate specific actions.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR	C.	Phonetically spell words containing unknown letter-sound correspondences.
-----------	----	---

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR	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).
--------------------	----	---

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR	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.
-----------	----	--

Week 04: Pre-writing, p. 57-63

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	A.	Identify capital and lowercase letters of the alphabet.
INDICATOR / STANDARD	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”).

INDICATOR / STANDARD	D.	Demonstrate knowledge that every word has a vowel sound.
INDICATOR / STANDARD	G.	Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
INDICATOR	C.	With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).
STRAND / TOPIC	Foundations for Writing	
STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.

INDICATOR / STANDARD	K.FFW.1.	Handwriting
-----------------------------	-----------------	--------------------

INDICATOR B. Accurately and automatically print capital and lowercase letters of the alphabet independently.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
--------------------------	---------------	--

INDICATOR / STANDARD	K.FFW.2.	Spelling
-----------------------------	-----------------	-----------------

INDICATOR 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).

INDICATOR B. Encode (spell) unknown words using logical invented spelling.

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

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
--------------------------	--------------	---

INDICATOR / STANDARD	K.LU.1.	Grammar
-----------------------------	----------------	----------------

INDICATOR B. Use nouns to identify and name people, places, and things.

INDICATOR E. Use verbs to locate specific actions.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
--------------------------	--------------	---

INDICATOR / STANDARD	K.LU.2.	Mechanics
-----------------------------	----------------	------------------

INDICATOR C. Phonetically spell words containing unknown letter-sound correspondences.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
--------------------------	-------------	--

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
-----------------------------	---------------	--

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

PROGRESS INDICATOR 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).

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
INDICATOR	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.
INDICATOR	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.

Week 05: Pre-writing, p. 65-71

Virginia Standards of Learning**Language Arts**

Grade K - Adopted: 2024

STRAND / TOPIC**Foundations for Reading**

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC**Foundations for Reading**

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	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").
INDICATOR / STANDARD	D.	Demonstrate knowledge that every word has a vowel sound.
INDICATOR / STANDARD	G.	Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).

STRAND / TOPIC**Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
--------------------------	-----------------	---

INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
----------------------	----	---

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
--------------------------	-----------------	---

INDICATOR / STANDARD	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”).
----------------------	----	---

INDICATOR / STANDARD	D.	Demonstrate knowledge that every word has a vowel sound.
----------------------	----	--

INDICATOR / STANDARD	G.	Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
----------------------	----	--

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
--------------------------	-----------------	---

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
--------------------------	--------------	---

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
-----------------------------	----------------	---

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fairy tale.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details

INDICATOR B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting

INDICATOR B. Accurately and automatically print capital and lowercase letters of the alphabet independently.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling

INDICATOR 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).

INDICATOR B. Encode (spell) unknown words using logical invented spelling.

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

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR B. Use nouns to identify and name people, places, and things.

INDICATOR C. Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).

INDICATOR D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).

INDICATOR E. Use verbs to locate specific actions.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics
INDICATOR	A.	With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.

INDICATOR	C.	Phonetically spell words containing unknown letter-sound correspondences.
-----------	----	---

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR	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).
-----------------------	----	---

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR	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.
-----------	----	--

INDICATOR	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.
-----------	----	---

Week 07: Pre-writing, p. 81-87

Virginia Standards of Learning**Language Arts**

Grade K - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
------------------------------	-----------------	---

INDICATOR /
STANDARD

E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
------------------------------	-----------------	---

INDICATOR /
STANDARD

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).

INDICATOR /
STANDARD

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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR

F. Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting

INDICATOR

B. Accurately and automatically print capital and lowercase letters of the alphabet independently.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling

INDICATOR

B. Encode (spell) unknown words using logical invented spelling.

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis

INDICATOR E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR F. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details

INDICATOR B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting

INDICATOR B. Accurately and automatically print capital and lowercase letters of the alphabet independently.

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling

INDICATOR 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).

INDICATOR B. Encode (spell) unknown words using logical invented spelling.

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

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
INDICATOR	E.	Use verbs to locate specific actions.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR C. Phonetically spell words containing unknown letter-sound correspondences.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR 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.

Week 09: Pre-writing, p. 97-103

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	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).
-------------------	----------	---

INDICATOR / STANDARD A. Demonstrate ability to segment spoken words in sentences and syllables in words.

INDICATOR / STANDARD	B.	Blend and segment one syllable words by onset and rime.
INDICATOR / STANDARD	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).

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	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”).
INDICATOR / STANDARD	D.	Demonstrate knowledge that every word has a vowel sound.
INDICATOR / STANDARD	E.	Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).
INDICATOR / STANDARD	F.	Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.
INDICATOR / STANDARD	G.	Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting

INDICATOR B. Accurately and automatically print capital and lowercase letters of the alphabet independently.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling

INDICATOR 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).

INDICATOR B. Encode (spell) unknown words using logical invented spelling.

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

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR B. Use nouns to identify and name people, places, and things.

INDICATOR D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).

INDICATOR E. Use verbs to locate specific actions.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR C. Phonetically spell words containing unknown letter-sound correspondences.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
----------------------	------	---

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR 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.

Week 10: Pre-writing, p. 105-111

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	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).
-------------------	----------	---

INDICATOR / STANDARD A. Demonstrate ability to segment spoken words in sentences and syllables in words.

INDICATOR / STANDARD B. Blend and segment one syllable words by onset and rime.

INDICATOR / STANDARD 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).

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD 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”).

INDICATOR / STANDARD D. Demonstrate knowledge that every word has a vowel sound.

INDICATOR / STANDARD E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).

INDICATOR / STANDARD	G.	Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
----------------------	----	--

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
-------------------	----------	--

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
-------------------	-------	--

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
-------------------	--------	---

INDICATOR / STANDARD	K.FFW.1.	Handwriting
----------------------	----------	-------------

INDICATOR	B.	Accurately and automatically print capital and lowercase letters of the alphabet independently.
-----------	----	---

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
-------------------	--------	---

INDICATOR / STANDARD	K.FFW.2.	Spelling
----------------------	----------	----------

INDICATOR	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).
-----------	----	---

INDICATOR	B.	Encode (spell) unknown words using logical invented spelling.
-----------	----	---

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

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar
INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	C.	Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
INDICATOR	E.	Use verbs to locate specific actions.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics
INDICATOR	C.	Phonetically spell words containing unknown letter-sound correspondences.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
PROGRESS INDICATOR	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).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
INDICATOR	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.

Week 11: Pre-writing, p. 113-119

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
--------------------------	-----------------	---

INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
----------------------	----	---

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
--------------------------	-----------------	---

INDICATOR / STANDARD	E.	Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).
----------------------	----	--

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
--------------------------	-----------------	---

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
--------------------------	--------------	---

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
-----------------------------	----------------	---

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
--------------------------	---------------	--

INDICATOR / STANDARD	K.FFW.1.	Handwriting
-----------------------------	-----------------	--------------------

INDICATOR	B.	Accurately and automatically print capital and lowercase letters of the alphabet independently.
-----------	----	---

STRAND / TOPIC **Language Usage**

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
INDICATOR / STANDARD	A.	Demonstrate ability to segment spoken words in sentences and syllables in words.
INDICATOR / STANDARD	B.	Blend and segment one syllable words by onset and rime.
INDICATOR / STANDARD	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).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	A.	Identify capital and lowercase letters of the alphabet.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.1.	Handwriting
INDICATOR	B.	Accurately and automatically print capital and lowercase letters of the alphabet independently.
STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling
INDICATOR	B.	Encode (spell) unknown words using logical invented spelling.
INDICATOR	C.	With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar
INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	C.	Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).
INDICATOR	E.	Use verbs to locate specific actions.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics
INDICATOR	C.	Phonetically spell words containing unknown letter-sound correspondences.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
PROGRESS INDICATOR	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).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR	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.
-----------	----	--

Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
INDICATOR / STANDARD	A.	Demonstrate ability to segment spoken words in sentences and syllables in words.
INDICATOR / STANDARD	B.	Blend and segment one syllable words by onset and rime.
INDICATOR / STANDARD	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).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	E.	Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	C.	Use vocabulary from across content areas.
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	K.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.
INDICATOR / STANDARD	K.RI.2.	Craft and Style
INDICATOR	A.	With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	K.W.	The student will write in a variety of forms, linked to kindergarten content and texts.
INDICATOR / STANDARD	K.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Use a combination of drawing, dictating, and writing to write in response to texts heard.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
----------------------	-------	--

INDICATOR / STANDARD	K.LU.1.	Grammar
INDICATOR	A.	Produce and expand complete sentences in shared language activities.
INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
INDICATOR	E.	Use verbs to locate specific actions.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics
INDICATOR	A.	With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.
INDICATOR	B.	With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
PROGRESS INDICATOR	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).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
INDICATOR	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.

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

INDICATOR	B.	Accurately and automatically print capital and lowercase letters of the alphabet independently.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR	A.	Produce and expand complete sentences in shared language activities.
INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	C.	Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).
INDICATOR	E.	Use verbs to locate specific actions.

STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR	B.	With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
-----------	----	---

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
PROGRESS INDICATOR	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).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	C.	Use vocabulary from across content areas.
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/folk tale.
INDICATOR / STANDARD	K.RL.3.	Integration of Concepts
INDICATOR	A.	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).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar
INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
INDICATOR	E.	Use verbs to locate specific actions.

STRAND / TOPIC**Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR 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.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

Virginia Standards of Learning**Language Arts**

Grade K - Adopted: 2024

STRAND / TOPIC**Foundations for Reading**

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	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").
INDICATOR / STANDARD	D.	Demonstrate knowledge that every word has a vowel sound.

STRAND / TOPIC**Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	C.	Use vocabulary from across content areas.
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.3.	Integration of Concepts
INDICATOR	A.	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).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
--------------------------	--------------	---

INDICATOR / STANDARD	K.LU.2.	Mechanics
----------------------	---------	-----------

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
----------------------	--------	---

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

PROGRESS INDICATOR 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).

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
----------------------	--------	------------------------------------

INDICATOR 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.

Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
-------------------	----------	---

INDICATOR / STANDARD B. Blend and segment one syllable words by onset and rime.

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	C.	Use vocabulary from across content areas.
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	K.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	K.FFW.2.	Spelling
INDICATOR	B.	Encode (spell) unknown words using logical invented spelling.
INDICATOR	C.	With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
INDICATOR	E.	Use verbs to locate specific actions.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR	B.	With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
INDICATOR	C.	Phonetically spell words containing unknown letter-sound correspondences.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR	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).
--------------------	----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR	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.
-----------	----	--

Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
------------------------------	-----------------	---

INDICATOR /
STANDARD

E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
------------------------------	-----------------	---

INDICATOR /
STANDARD

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).

INDICATOR /
STANDARD

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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

C. Use vocabulary from across content areas.

INDICATOR

E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR

F. Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/folk tale.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details

INDICATOR

B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR	A.	Produce and expand complete sentences in shared language activities.
INDICATOR	B.	Use nouns to identify and name people, places, and things.
INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
INDICATOR	E.	Use verbs to locate specific actions.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR	B.	With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
-----------	----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR	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).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR	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.
-----------	----	--

Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

Virginia Standards of Learning

Language Arts
Grade K - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
--------------------------	-----------------	---

INDICATOR / STANDARD F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
--------------------------	-----------------	---

INDICATOR / STANDARD 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”).

INDICATOR / STANDARD D. Demonstrate knowledge that every word has a vowel sound.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
--------------------------	-----------------	---

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
--------------------------	--------------	---

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
-----------------------------	----------------	---

INDICATOR E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR F. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	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.
--------------------------	--------------	---

INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
-----------------------------	----------------	-----------------------------------

INDICATOR B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR E. Use verbs to locate specific actions.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR 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.

Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
--------------------------	-----------------	---

INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
----------------------	----	---

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
-------------------	----------	--

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
-------------------	-------	--

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
----------------------	---------	----------------------------

INDICATOR	B.	With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
-----------	----	--

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.LU.1.	Grammar
----------------------	---------	---------

INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
-----------	----	---

INDICATOR	E.	Use verbs to locate specific actions.
-----------	----	---------------------------------------

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR 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.

Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
-------------------	----------	--

INDICATOR / STANDARD F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	K.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
INDICATOR	C.	With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.3.	Integration of Concepts
INDICATOR	A.	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).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	K.W.	The student will write in a variety of forms, linked to kindergarten content and texts.
INDICATOR / STANDARD	K.W.1.	Modes and Purposes for Writing

INDICATOR A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR A. Produce and expand complete sentences in shared language activities.

INDICATOR C. Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).

INDICATOR D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).

INDICATOR E. Use verbs to locate specific actions.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

PROGRESS INDICATOR iv. Expressing ideas and needs in complete sentences.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
INDICATOR	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.
INDICATOR	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.

Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	C.	Use vocabulary from across content areas.
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.3.	Integration of Concepts

INDICATOR A. 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).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	K.W.	The student will write in a variety of forms, linked to kindergarten content and texts.
INDICATOR / STANDARD	K.W.1.	Modes and Purposes for Writing

INDICATOR A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR A. Produce and expand complete sentences in shared language activities.

INDICATOR B. Use nouns to identify and name people, places, and things.

INDICATOR C. Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s)).

INDICATOR D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).

INDICATOR E. Use verbs to locate specific actions.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
PROGRESS INDICATOR	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).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
INDICATOR	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.

Week 23: Unit 5 Modeling Writing from Pictures, p. 221-227

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR / STANDARD	K.LU.2.	Mechanics
-----------------------------	----------------	------------------

INDICATOR B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
--------------------------	-------------	--

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
-----------------------------	---------------	--

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

PROGRESS INDICATOR 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).

PROGRESS INDICATOR iv. Expressing ideas and needs in complete sentences.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
--------------------------	-------------	--

INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
-----------------------------	---------------	---

INDICATOR 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.

Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
--------------------------	-----------------	---

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis

INDICATOR C. Use vocabulary from across content areas.

INDICATOR E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR F. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.1.	Key Ideas and Plot Details

INDICATOR B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.RL.3.	Integration of Concepts

INDICATOR A. 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).

STRAND / TOPIC **Writing**

STANDARD / STRAND	K.W.	The student will write in a variety of forms, linked to kindergarten content and texts.
INDICATOR / STANDARD	K.W.1.	Modes and Purposes for Writing

INDICATOR A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR A. Produce and expand complete sentences in shared language activities.

INDICATOR B. Use nouns to identify and name people, places, and things.

INDICATOR	D.	Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
-----------	----	---

INDICATOR	E.	Use verbs to locate specific actions.
-----------	----	---------------------------------------

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.2.	Mechanics

INDICATOR	B.	With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
-----------	----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR	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).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR	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.
-----------	----	--

Week 25: Revisiting Unit 2, p. 243-249

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
-------------------	----------	--

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas
INDICATOR	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.
INDICATOR	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.

Week 26: Revisiting Unit 2, p. 251-257

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
INDICATOR / STANDARD	C.	Demonstrate knowledge that spoken words are represented in print and separated by spaces.
INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.RL.3.	Integration of Concepts
----------------------	---------	-------------------------

INDICATOR	A.	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).
-----------	----	--

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.LU.1.	Grammar
----------------------	---------	---------

INDICATOR	A.	Produce and expand complete sentences in shared language activities.
-----------	----	--

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
----------------------	--------	---

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

PROGRESS INDICATOR	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).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

Week 27: Revisiting Unit 2, p. 259-265

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
-------------------	----------	--

INDICATOR / STANDARD	C.	Demonstrate knowledge that spoken words are represented in print and separated by spaces.
----------------------	----	---

INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
----------------------	----	---

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	K.DSR.1.	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.
-------------------	----------	--

INDICATOR / STANDARD	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).
----------------------	----	---

INDICATOR / STANDARD	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).
----------------------	----	---

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
-------------------	-------	--

INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.RL.3.	Integration of Concepts
----------------------	---------	-------------------------

INDICATOR	A.	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).
-----------	----	--

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
-------------------	-------	--

INDICATOR / STANDARD	K.LU.1.	Grammar
----------------------	---------	---------

INDICATOR	A.	Produce and expand complete sentences in shared language activities.
-----------	----	--

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
-------------------	------	---

INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
PROGRESS INDICATOR	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).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

Week 28: Revisiting Unit 2, p. 267-273

Virginia Standards of Learning

Language Arts

Grade K - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
INDICATOR / STANDARD	C.	Demonstrate knowledge that spoken words are represented in print and separated by spaces.
INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	K.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.
INDICATOR / STANDARD	K.RI.2.	Craft and Style

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

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar

INDICATOR A. Produce and expand complete sentences in shared language activities.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS INDICATOR 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).

PROGRESS INDICATOR iv. Expressing ideas and needs in complete sentences.

Week 29: Revisiting Unit 2, p. 275-282

Virginia Standards of Learning**Language Arts**

Grade K - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	K.FFR.1.	Print Concepts: The student will apply knowledge of how print is organized and read.
-------------------	----------	--

INDICATOR / STANDARD C. Demonstrate knowledge that spoken words are represented in print and separated by spaces.

INDICATOR / STANDARD	F.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	K.DSR.1.	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	K.RV.	The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.
INDICATOR / STANDARD	K.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	F.	Use newly learned words and phrases in discussions and speaking activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	K.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.
INDICATOR / STANDARD	K.RI.2.	Craft and Style
INDICATOR	A.	With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	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.
INDICATOR / STANDARD	K.LU.1.	Grammar
INDICATOR	A.	Produce and expand complete sentences in shared language activities.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	K.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.
INDICATOR / STANDARD	K.RI.2.	Craft and Style

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

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	K.W.	The student will write in a variety of forms, linked to kindergarten content and texts.
INDICATOR / STANDARD	K.W.1.	Modes and Purposes for Writing

INDICATOR A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:

PROGRESS
INDICATOR 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).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	K.C.2.	Speaking and Presentation of Ideas

INDICATOR 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.