

Kindergarten Standards of Learning Progression

Standard K.1 The student will demonstrate growth in the use of oral language.

Unit	Standard	Behaviors
1	<p>a) Listen to a variety of literary forms, including stories and poems.</p> <p>b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.</p> <p>c) Participate in oral generation of language experience narratives.</p> <p>d) Participate in creative dramatics</p> <p>e) Use complete sentences that include subject, verb, and object.</p>	<ul style="list-style-type: none"> • Listen to text read aloud. • Participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • Participate in creative dramatics such as songs and group activities designed to give students frequent opportunities for listening and speaking.
2	<p>a) Listen to a variety of literary forms, including stories and poems.</p> <p>b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.</p> <p>c) Participate in oral generation of language experience narratives.</p> <p>d) Participate in creative dramatics.</p>	<ul style="list-style-type: none"> • Generate ideas to develop a group and/or individual language experience narrative. • Participate in creative dramatics, such as classroom songs, plays, skits and group activities designed to give students frequent opportunities for listening and speaking.
3	<p>c) Participate in oral generation of language experience narratives.</p> <p>e) Use complete sentences that include subject, verb, and object.</p>	<ul style="list-style-type: none"> • Talk out loud about what they would like to write/and or draw. • Explain thoughts or ideas to create an informational text. • Voice thoughts while writing.
4	<p>a) Listen to a variety of literary forms, including stories and poems.</p> <p>e) Use complete sentences that include subject, verb, and object.</p>	<ul style="list-style-type: none"> • Listen to texts read aloud and ask and answer questions for further understanding. • Talk about reading and writing experiences. • Use complete sentences that include subject, verb, and object when speaking.
5	N/A	N/A
6	N/A	N/A

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Standard K.2 The student will expand understanding and use of word meanings.

Unit	Standard	Behaviors
1	c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape.	<ul style="list-style-type: none"> • Use words (size, shape, and color) to describe or name people, places, and things during partner and group activities and during teacher-directed instruction.
2	c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape.	<ul style="list-style-type: none"> • Use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed • Use number words when speaking and describing.
3	b) Use number words. e) Use words to describe/name actions.	<ul style="list-style-type: none"> • Use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities.
4	a) Increase listening and speaking vocabularies.	<ul style="list-style-type: none"> • Understand information can be gained by asking about words not understood.
5	f) Ask about words not understood. g) Use vocabulary from other content areas.	<ul style="list-style-type: none"> • Recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. • Use vocabulary from content areas during partner or group activities and during teacher-directed instruction.
6	f) Ask about words not understood.	<ul style="list-style-type: none"> • Ask about words not understood.

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Standard K.3 The student will build oral communication skills.

Unit	Standard	Behaviors
1	<p>a) Express ideas in complete sentences and express needs through direct requests.</p> <p>b) Begin to initiate conversations.</p> <p>g) Follow one- and two- step directions.</p>	<ul style="list-style-type: none"> • Verbally express needs through direct requests. • Participate in a range of collaborative discussions. • Initiate conversations with peers and teachers in a variety of school settings. • Develop active listening skills: • Listen attentively to teachers and peers; • Use active listening strategies during conversations (use eye contact, give wait time, listen without interrupting, respond appropriately, take turns when speaking, keep hands and feet to self.) • Listen and take direction from others to complete one- and two- step tasks.
2	<p>a) Express ideas in complete sentences and express needs through direct requests.</p> <p>b) Begin to initiate conversations.</p>	<ul style="list-style-type: none"> • Express ideas in complete sentences. • Begin to initiate conversations with peers and teachers • Listen attentively to others • Participate in partner and group activities.
3	<p>a) Express ideas in complete sentences and express needs through direct requests.</p> <p>c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>d) Listen and speak in informal conversations with peers and adults.</p> <p>e) Participate in group and partner discussions about various texts and topics.</p> <p>h) Begin to ask how and why questions.</p>	<ul style="list-style-type: none"> • Waiting for their turn to speak, allowing others to speak without unnecessary interruptions. • Refining conversation skills, e.g. learns ways to enter conversation, take turns during an interaction. • Uses language to interact with peers, e.g. collaborative activities. • Participate in group and partner discussions, clearly stating a thought related to the book or topic being discussed. • Beginning to ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood. • Speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly.
4	<p>a) Express ideas in complete sentences and express needs through direct requests.</p> <p>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</p>	<ul style="list-style-type: none"> • Develop ability to ask and answer questions as a strategy for solving problems. • Match language to the purpose, situation, environment, and audience. • Use tone, volume, pace, intonation, pattern and gesture to enhance meaning
5	<p>e) Participate in group and partner discussions about various texts and topics.</p> <p>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</p> <p>h) Begin to ask how and why questions.</p>	<ul style="list-style-type: none"> • Participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). • Wait for their turn to speak, allowing others to speak without unnecessary interruptions. • Maintain conversation on topic through multiple exchanges. • In group and partner discussions, clearly stating a thought related to the book or topic being discussed. • Begin to use voice level, phrasing, and intonation appropriate for the language situation. • Match language to the purpose, situation, environment, and audience. • Ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood. • Compare and contrast versions of the same story. • Describe illustrations in a book.

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6	<p>e) Participate in group and partner discussions about various texts and topics.</p> <p>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</p> <p>h) Begin to ask how and why questions.</p>	<ul style="list-style-type: none"> • Participate in group and partner discussions about various texts and topics. • Begin to use voice level, phrasing, and intonation appropriate for various language situations. • Begin to ask how and why questions. • Develop the language necessary to express an understanding of narrative structure, e.g. giving logical, sequenced retells; describing setting, characters and events; or incorporating literary language. • Present information clearly and logically orally and/or in writing. • Assist students to use different styles of language to suit a range of audiences and purposes.
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Standard K.4 The student will identify, say, segment, and blend various units of speech sounds.

Unit	Standard	Behaviors
1	<p>a) Begin to discriminate between spoken sentences, words and syllables.</p> <p>b) Identify and produce words that rhyme.</p>	<ul style="list-style-type: none"> • Match a word that rhymes with a spoken word. • Supply a word that rhymes with a spoken word. • Segment a word into individual syllables by clapping hands or snapping fingers.
2	<p>d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).</p> <p>e) Identify words according to shared beginning and/or ending sounds.</p>	<ul style="list-style-type: none"> • Sort pictures or objects whose names share the same beginning sound. • Identify pictures of objects whose names share the same beginning sounds. • Manipulate phonemes • Hear and say beginning phonemes (onset) • Hear and say ending phonemes (rime)
3	N/A	N/A
4	<p>b) Identify and produce words that rhyme.</p> <p>c) Blend and segment multisyllabic words at the syllable level.</p>	<ul style="list-style-type: none"> • Focus on language structures and patterns through songs, chants, rhymes, and stories. • Produce rhyming words and recognize pairs of rhyming words presented orally. • Generate rhyming words based on a given rhyming pattern. • Supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines. • Experiment with sound through rhyme and repetition. • Blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/). • Blend and segment multisyllabic words into syllables (e.g., the teacher asks students to say robot without the /ro-/ and students respond with /bot/). • Recognize that a word can be segmented into individual speech sound units.
5	N/A	N/A
6	<p>e) Identify words according to shared beginning and/or ending sounds.</p>	<ul style="list-style-type: none"> • Identify words according to shared ending sounds.

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Standard K.5 The student will understand how print is organized and read.

Unit	Standard	Behaviors
1	<p>a) Hold print materials in the correct position.</p> <p>b) Identify the front cover, back cover, and title page of a book.</p> <p>c) Distinguish between print and pictures</p>	<ul style="list-style-type: none"> • Hold print materials in the correct position. • Identify the front and back cover. • Turn pages appropriately. • Distinguish print from pictures • Using pictures to construct ideas.
2	N/A	N/A
3	N/A	N/A
4	<p>d) Follow words from left to right and from top to bottom on a printed page.</p> <p>e) Match voice with print (concept of word).</p>	<ul style="list-style-type: none"> • Follow text with a finger, pointing to each word as it is read from left to right and top to bottom. • Locate lines of text, words, letters, and spaces. • Match voice with print in syllables, words, and phrases. • Begin to locate and name periods, question marks, and exclamation points.
5	N/A	N/A
6	N/A	N/A

Standard K.6 The student will demonstrate that print conveys meaning.

Unit	Standard	Behaviors
1	<p>a) Identify common signs and logos.</p> <p>c) Read and explain own writing and drawings.</p> <p>d) Read his/her name</p>	<ul style="list-style-type: none"> • Explain own drawings and writings (scribbles, letter approximations, and letter strings.)
2	<p>b) Explain that printed materials provide information.</p> <p>c) Read and explain own writing and drawings.</p>	<ul style="list-style-type: none"> • Read and explain own drawings and writings. • Locate commonly used words and phrases in familiar text.
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	c) Read and explain own writing and drawings.	<ul style="list-style-type: none"> • Read and explaining own writing and drawings. • Talk about words and word meanings each day as they are encountered in books and conversations. • Read their own writing to peers and teachers and seeking feedback. • Orally support opinion (why they like something) by answering "why?" • Give an opinion using appropriate vocabulary.

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Standard K.7 The student will develop an understanding of basic phonetic principles.

Unit	Standard	Behaviors
1	a) Identify and name the uppercase and lowercase letters of the alphabet. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	<ul style="list-style-type: none"> Begin tracking familiar print from left to right and top to bottom.
2	a) Identify and name the uppercase and lowercase letters of the alphabet. d) Identify beginning consonant sounds in single-syllable words.	<ul style="list-style-type: none"> Name the beginning consonant sound when given a single syllable word.
3	N/A	N/A
4	a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	<ul style="list-style-type: none"> Recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. Match uppercase and lowercase letter pairs. Produce the usual sounds of consonants, short vowels and initial consonant digraphs. Demonstrate concept of word by: <ul style="list-style-type: none"> Tracking familiar print from left to right and top to bottom; and Matching spoken words to print including words with more than one syllable. Write the grapheme (letter) that represents a spoken sound. Use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
5	N/A	N/A
6	N/A	N/A

Standard K.8 The student will expand vocabulary.

Unit	Standard	Behaviors
1	N/A	N/A
2	b) Develop vocabulary by listening to a variety of texts read aloud.	<ul style="list-style-type: none"> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
3	N/A	N/A
4	N/A	N/A
5	a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.	<ul style="list-style-type: none"> Discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. Talk about words and word meanings daily, as they are encountered in books and/or conversations. Identify new meanings for familiar words and apply them accurately (e.g., knowing water as a drink and learning the verb water the flowers). Use common adjectives to distinguish objects (e.g., the small red square; the shy white cat). (Students are not required to know the term adjective at this level.) Ask and respond to questions about unknown words in a text. Identify real-life connections between words and their use (e.g., places that are loud). Use newly learned words in literacy tasks.
6	a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.	<ul style="list-style-type: none"> Discuss meanings of words. Develop vocabulary by listening to a variety of texts read aloud. Develop specific vocabulary to suit different purposes. e.g. language for description, classification, comparison, and argument.

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Standard K.9 The student will demonstrate comprehension of fictional texts.

Unit	Standard	Behaviors
1	<p>a) Identify what an author does</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions.</p> <p>e) Use story language in discussions and retellings.</p>	<ul style="list-style-type: none"> • Identify the roles of the author and the illustrator of selected texts. • Recognize author's purpose. • Describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict). • Link knowledge from their own experiences to make sense of and talk about a text. • Give evidence that they understand the meaning of what is being read aloud, including who, what, when, where, why, and how. • Ask and respond to simple questions about the content of a book.
2	<p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions.</p>	<ul style="list-style-type: none"> • Identify the roles of author and illustrator. • Describe the relationship between the illustration and the story. • Use prior knowledge of context and personal experience to make meaning.
3	<p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p>	<ul style="list-style-type: none"> • Beginning to ask and answer questions about what is read. • Beginning to give evidence that they understand the meaning of what is being read aloud, including who, what, when, where, why, and how • Showing an interest in listening to and talking about stories. • Using story language in discussions and in writing.
4	<p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p>	<ul style="list-style-type: none"> • Retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end). • Use words to sequence events (e.g., before, after, and next). • Produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard. • Use descriptive language to talk about characters, settings, and events. • Use story language such as e.g. Once upon a time. • Acting out stories and repeating phrases encountered in books.
5	<p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>g) Discuss characters, setting, and events.</p>	<ul style="list-style-type: none"> • Use vocabulary from a story in discussions and retellings. • Develop specific vocabulary to suit different purposes, e.g. language for description, clarification, comparison and argument. • Retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end). • Use words to sequence events (e.g., before, after, and next). • Produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard. • Use descriptive language to talk about characters, settings, and events. • Provide an opinion of a story. • Demonstrate understanding that all texts, both narrative and informational, are written by authors who are expressing their own ideas. • Participate in discussions that go beyond the literal level of understanding.
6	<p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>g) Discuss characters, setting, and events.</p>	<ul style="list-style-type: none"> • Begin to ask and answer questions about what is read. • Use story language in discussions and retellings. • Retell familiar stories, using beginning, middle, and end. • Discuss characters, setting, and events. • Identify the roles of the author and the illustrator of selected texts. • Ask and respond to simple questions about the content of a book. • Describe the relationship between the illustration and the story (ex: what moment in the story does the illustration depict) • Link knowledge from their own experiences to make sense of and talk about a text.

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Standard K.10 The student will demonstrate comprehension of nonfiction texts.

Unit	Standard	Behaviors
1	N/A	N/A
2	a) Use pictures to identify topic and make predictions.	<ul style="list-style-type: none"> Use pictures to make predictions based on graphics and text. Relate pictures and illustrations to the text in which they appear.
3	a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.	<ul style="list-style-type: none"> Identifying text features including titles, headings and pictures in text. Identifying the topic of a nonfiction selection. Discussing simple facts and information relevant to the topic. Linking knowledge from their own experiences to make sense of and talk about a text. Point to 'words' while reading own writing.
4	N/A	N/A
5	a) Use pictures to identify topic and make predictions.	<ul style="list-style-type: none"> Make ongoing predictions based on graphics and text. Make predictions based on prior knowledge.
6	a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.	<ul style="list-style-type: none"> Interpret texts from own point of view-expresses opinions, draws conclusions. Use pictures to identify topic and make predictions. Identify text features specific to the topic, such as titles, headings, and pictures.

Standard K.11 The students will print in manuscript.

Unit	Standard	Behaviors
1	a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first name.	<ul style="list-style-type: none"> Use appropriate pencil grip. Begin to print manuscript formation to form upper-and lower-case letters of the alphabet legibly and independently. Write own first name.
2	N/A	N/A
3	a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.	<ul style="list-style-type: none"> Print upper- and lower-case letters of the alphabet legibly and independently. Write their first and last names for a variety of purposes.
4	b) Print his/her first and last names.	<ul style="list-style-type: none"> Form the letters of their first and last names, with appropriate space between for a variety of purposes.
5	N/A	N/A
6	N/A	N/A

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Standard K.12 The students will write to communicate ideas for a variety of purposes.

Unit	Standard	Behaviors
1	<p>a) Differentiate pictures from writing.</p> <p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p>	<ul style="list-style-type: none"> • Distinguish print from pictures orally and/or in writing. • Write daily for a variety of purposes. • Begin to write on assigned and/or assigned topics draws symbols and “reads” the message.
2	<p>a) Differentiate pictures from writing.</p> <p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p> <p>c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</p> <p>d) Write left to right and top to bottom.</p>	<ul style="list-style-type: none"> • Talk about their experiences. • Tell a story orally. • Discuss an experience or story to create an individual language experience narrative. • Develop an awareness that letters go together to make words. • Begin to use consonant sounds for phonetic spellings. • Identify and include labels with beginning sounds or people’s names. • Correctly write letters to convey their message.
3	<p>a) Differentiate pictures from writing.</p> <p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p> <p>c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</p>	<ul style="list-style-type: none"> • Use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...). • Write spontaneously for self or for an audience. • Match writing to a picture. • Transition from labeling to writing short sentences. • Use print resources in classroom, e.g., charts, signs, word wall.
4	<p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p> <p>d) Write left to right and top to bottom.</p>	<ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. • Read back own writing. • Attempt familiar forms of writing, e.g. lists, letters, stories, retellings, messages • Write using simplified oral language structures, e.g., "I brt loles." • Use writing to convey meaning. • Follow directions for using left to right and top to bottom orientation of print. • Rely heavily on the most obvious sounds of a word.
5	<p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p>	<ul style="list-style-type: none"> • Use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...). • Use writing, dictation, and drawing to narrate an event. • Generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words.

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6	<p>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</p> <p>c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</p>	<ul style="list-style-type: none"> • Write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). • Write on assigned and/or self-selected topics. • Use writing, dictation, and drawing to share an opinion and provide some information (e.g., My favorite book is ...). • Use writing, dictation, and drawing to narrate an event. • Generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. • Use a small bank of known sight words correctly. • Phonetic, conventional writing. • Trying a capital letter at the beginning of a sentence and a period at the end. • Write at least two related sentences on the same topic. • Using space between words.
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Standard K.13 The student will use available technology for reading and writing.

Unit	Standard	Behaviors
1	N/A	N/A
2	N/A	N/A
3	N/A	N/A
4	N/A	N/A
5	All	<ul style="list-style-type: none"> • Use available digital tools for reading and writing. • Ask and respond to questions about material presented through various media formats. • Listen and share their writing with others.
6	All	<ul style="list-style-type: none"> • Use available digital tools for reading and writing. • Ask and respond to questions about material presented through various media formats. • Listen and share their writing with others.