

Kindergarten Curriculum Pacing Guide – Reading & Writing

Page County Public Schools

	SOL	Skills	Strategies	Vocabulary
1st 9-weeks	K.1 (a, b, c, d, e) K.2 (a, b, c, d, e, f, g) K.3 (a, b, c, d) K.5 (a, b, c, d) K.6 (c, d) K.7 (a, b, c, d) K.8 (a, b) K.9 (b, c, d, g) k.10 (a) K.11 (a, b) K.12 (d) K.13	<ul style="list-style-type: none"> • Listen to a variety of literary forms, including stories and poems • 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 • Participate in oral generation of language experience narratives • Participate in creative dramatics • Use complete sentences that include subject, verb, object • Increase listening and speaking vocabularies • Use number words • Use words to describe/name people, places, and things • Use words to describe/name location, size, color, and shape • Use words to describe/name actions • Use vocabulary from other content areas • Express ideas in complete sentences and express needs through direct requests • Begin to initiate conversations • Begin to follow implicit rules for conversation, including taking turns and staying on topic 	<ul style="list-style-type: none"> • Ask about words not understood • Relate previous experiences to what is read • Use pictures to make predictions • Begin to ask and answer questions about what is read • Use pictures to identify topic and make predictions 	<ul style="list-style-type: none"> • Choral • Echo • Subject • Verb • Object • Descriptive words • Cover • Title page • Print • Pictures • Uppercase • Lowercase • Consonant • Short vowel • Predict • Characters • Setting • Events

		<ul style="list-style-type: none">• Listen and speak in informal conversations with peers and adults• Hold print materials in the correct position• Identify the front cover, back cover, and title page of a book• Distinguish between print and pictures• Follow words from left to right and from top to bottom on a printed page• Read and explain own writing and drawings• Read own name• Identify and name the uppercase and lowercase letters of the alphabet• Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters• Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable• Identify beginning consonant sounds in single-syllable words• Discuss meanings of words• Develop vocabulary by listening to a variety of texts read aloud• Discuss characters, setting, and events• Print uppercase and lowercase letters of the alphabet independently• Print first and last names• Write left to right and top to bottom• Use technology for reading and		
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		writing		
2nd 9-weeks	K.3 (e, f, g, h) K.4 (b, d, e) K.5 (e) K.9 (a) K.12 (a, b)	<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 • Follow 1 and 2 step directions • Identify and produce words that rhyme • Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and rimes (ending) • Identify words according to shared beginning and/or ending sounds • Match voice with print (concept of word) • Identify what an author does and what an illustrator does • Differentiate pictures from writing • Draw pictures and/or letters and phonetically spelled words to write about experiences 	<ul style="list-style-type: none"> • Begin to ask how and why questions 	<ul style="list-style-type: none"> • Rhyme • Beginning sound • Ending sound • Author • Illustrator • Segment
3rd 9-weeks	K.4 (c) K.6 (a, d) K. 12 (c)	<ul style="list-style-type: none"> • Blend and segment multisyllabic words at the syllable level • Identify common signs and logos • Read 15 meaningful, concrete words • Use letters and beginning constant sounds to spell words phonetically to describe pictures or write about experiences 		<ul style="list-style-type: none"> • Blend • Sign • Logo

<p>4th 9-weeks</p>	<p>K.4 (a) K.6 (b) K.9 (e, f) K.10 (b)</p>	<ul style="list-style-type: none"> • Begin to discriminate between spoken sentences, words, and syllables • Explain that printed materials provide information • Identify text features specific to the topic, such as titles, headings, and pictures 	<ul style="list-style-type: none"> • Use story language in discussions and retellings • Retell familiar stories, using beginning, middle, and end 	<ul style="list-style-type: none"> • Word • Sentence • Syllable • Retell • Beginning • Middle • End • Text features • Title • Heading • Picture
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- The 9-weeks in which the SOL is stated is the time in which the standard should be introduced and then applied throughout the rest of the year in your curriculum, even after mastery.
- Vocabulary – This column lists the terms that students must be taught in order to be successful with the strategies and skills of each standard.
- Refer to the Curriculum Framework from the VDOE and the Unpacking of the Standards for more details and additional information.

Skills versus Strategies

