

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing and Resource Guide**



**Course Title/ Course #: Kindergarten English Language Arts**

**Start day: 1**

**Meetings: 180 days**

**Course Description**

The kindergarten student will be immersed in a print-rich environment to develop oral language skills. Phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The students will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

*(English Standards of Learning for Virginia Public Schools Benchmark Literacy Schools- January 2010)*

**Pacing Resources Assessments MP1**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Required Curriculum: Units/ Topics/ Concepts</b>	<b>Additional Resources</b>	<b>Assessments</b>
Daily Weekly Ongoing	<a href="#">K.1 a, b, d, e</a> <a href="#">K.2 a, b</a> <a href="#">K.3 a, d, h</a> <a href="#">K.4 b, e</a> <a href="#">K.5 a, b</a> <a href="#">K.6 a, c</a> <a href="#">K.7 a, b</a> <a href="#">K.8 a, b</a> <a href="#">K.9 a, c, e</a> <a href="#">K.10 a, b</a> <a href="#">K.11 a, b</a> <a href="#">K.12 a-d</a> <a href="#">K.13</a>	<b>MP1-On going</b>	<b>Reading:</b> <a href="#">Benchmark Universe Library*</a> <a href="#">Benchmark Universe Teacher's Resources*</a> ***access through clever <a href="http://www.abcya.com">http://www.abcya.com</a> <a href="#">Literacy Center Ideas</a> <a href="#">Kindergarten Kove</a> <a href="#">Starfall</a>  <b>Small Group Resources:</b> <a href="#">Hubbards Cupboard: Sight Word Booklets</a> <a href="#">FCCR: Phonics Games, Part 1</a> <a href="#">FCRR: Phonics Games, Part 2</a>	<b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment  <b>Writing:</b> -Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)

			<p><b>Phonics &amp; Word Study:</b>  Benchmark Startup kit  Words Their way picture sorts, font sorts,  beginning sound sorts  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  Words Their Way Resources  <a href="#">A-Z: Phonics Games</a></p> <p><b>Writing:</b>  <a href="#">hubbardscupboard: Writing Workshop ideas</a></p>	
4 Days	<a href="#">K.1 a, c</a> <a href="#">K.3 a, b, c, g</a> <a href="#">K.11</a> <a href="#">K.12 b</a>	Establishing routines and rituals of Reader’s and Writer’s Workshop: Days 1-4	<p><a href="#">Benchmark Universe Teacher's Resources*</a>  <a href="#">Ideas for the First Week of School</a>  <a href="#">How and Why to Use Anchor Charts</a></p> <p><b>Phonics &amp; Word Study:</b>  Benchmark Startup kit  <a href="#">Words Their Way: Teacher's Guide</a></p>	<p><b>Baseline:</b>  <a href="#">-PALS Quick Check- Alphabet Recognition</a></p> <p><b>Phonics/Word Study:</b>  -Letter Sound Sort Sorts for Emergent Spellers  (Emergent Assessment pg. 14-20)</p>
15 Days	<a href="#">K.1 a, b, d</a> <a href="#">K.2 a, f</a> <a href="#">K.3 c, e, h</a> <a href="#">K.5 d, e</a> <a href="#">K.8 b</a> <a href="#">K.9 d</a> <a href="#">K.10 a</a> <a href="#">K.12 a-d</a> <a href="#">K.4 b</a> <a href="#">K.7 a</a>	<p><b>Benchmark Literacy; Unit 1</b></p> <p><b>Comprehension:</b>  Identify Main Idea &amp; Supporting Details</p> <p><b>Metacognitive:</b>  Ask Questions</p>	<p><b>Reading:</b>  <a href="#">little books-nursery rhymes</a></p> <p><b>Phonics &amp; Word Study:</b>  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Words Their Way: Teacher's Guide</a>  Start Up 1 pages 1-30  Chant alphabet song daily, carefully point to letters</p>	<p><b>Phonics/Word Study:</b>  -Writing Sort  -PALS Quick Checks  -Benchmark Phonics Assessment  -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b>  -Benchmark Writer’s Workshop- Kindergarten</p>

		<p>Continue establishing routines and rituals of Reader's and Writer's Workshop: Days 5-19</p> <p><b>Phonics/Word Study:</b> Rhyme, alphabetic chants, introduction to letter production, explicit teaching of letters A-C (including capital, lowercase and sounds)</p>	<p>Explicitly model daily letter production using letters suggested daily in Start Up Day 12 start explicitly teaching letter A (continue daily chant of all letters) for name, sound and production Focus heavily on Rhyme daily and encourage student participation Choose one poem/rhyme to use each week; chant orally daily, and model accurate finger-pointing; choose one line to zero in on to model COW starting week 3</p>	<p>Assessment (TE pg. xxvi)</p>
15 Days	<p><a href="#">K.4 a, b, d</a> <a href="#">K.5 a, b, d</a> <a href="#">K.6 b</a> <a href="#">K.8 a, b</a> <a href="#">K.9 c</a> <a href="#">K.12 a-d</a> <a href="#">K.7 a</a></p>	<p><b>Benchmark Literacy; Unit 2</b></p> <p><b>Comprehension:</b> Analyze Character</p> <p><b>Metacognitive:</b> Visualize</p> <p>Continue establishing routines and rituals of Reader's and Writer's Workshop: Days 20-30</p>	<p><b>Reading:</b> <a href="#">Read Works Compare and Contrast Lessons</a> <a href="#">Interactive Reading Games</a></p> <p><b>Phonics &amp; Word Study:</b> <a href="#">Kindergarten Word Study</a> <a href="#">FCCR: Phonics Games, Part 1</a> <a href="#">FCRR: Phonics Games, Part 2</a> <a href="#">Reading A-Z: Phonics Games</a> Start Up 1 pages 31-60 Chant alphabet song daily, carefully point to letters Explicitly model daily letter production using letters suggested daily in Start Up Continue explicitly teaching letters in sequence</p>	<p><b>Reading:</b> -Fall PALS Testing</p> <p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)</p>

		<p><b>Phonics/Word Study:</b> Rhyme, word discrimination, alphabetic chants, explicit teaching of letters D-L (including capital, lowercase and sounds)</p> <p><b>Writing:</b> Unit 1-Journal (Week 1)</p>	<p>(continue daily chant of all letters) for name, sound, and production Focus daily on phonological awareness- continue rhyme and word discrimination as per Start Up lessons Choose one poem/rhyme to use each week, model accurate finger-pointing, and choose one line to focus heavily on COW</p> <p><b>Writing:</b> <a href="#">Science Notebook: ask questions, make predictions, explain thinking</a> <a href="#">Hubbard's Cupboard</a></p>	
5 Days	<p><a href="#">K.1 e</a> <a href="#">K.3 a</a> <a href="#">K.9 c-f</a> <a href="#">K.12 a, b, d</a> <a href="#">K.4 b</a> <a href="#">K.7 a,b</a></p>	<p><b>Benchmark Literacy;</b> <b>Unit 3, Week 1</b></p> <p><b>Comprehension:</b> Identify Sequence of Events</p> <p><b>Metacognitive:</b> Determine Text Importance</p> <p><b>Phonics/Word Study:</b> Rhyme, word discrimination, alphabetic chants, explicit teaching of letters L-N (including capital, lowercase and sounds)</p>	<p><b>Reading:</b> <a href="#">Read Works Lesson- Sequencing of Events</a> <a href="#">Interactive Sequencing Learning Activity</a> <a href="#">Tumblebooks: Read "Bad For Them, Good For Me" (sequence game)</a></p> <p><b>Phonics &amp; Word Study:</b> <a href="#">Kindergarten Word Study</a> <a href="#">FCCR: Phonics Games, Part 1</a> <a href="#">FCRR: Phonics Games, Part 2</a> <a href="#">Reading A-Z: Phonics Games</a> Start Up 1 pages 61-70 Chant alphabet song daily, carefully point to letters Explicitly model daily letter production using letters suggested daily in Start Up Continue explicitly teaching letters in sequence (continue daily chant of all letters) for name, sound, and production Focus daily on phonological awareness-</p>	<p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)</p>

		<p><b>Writing:</b> Unit 1- Journal (Week 2)</p>	<p>continue rhyme and word discrimination as per Start Up lessons; see if students can produce rhyme by this time Choose one poem/rhyme to use each week, model accurate finger-pointing, and choose one line to focus heavily on COW</p>	
5 Days	<p><a href="#">K.2 a-g</a> <a href="#">K.4 b</a> <a href="#">K.5 a, d</a> <a href="#">K.7 a, b, d</a> <a href="#">K.11 a, b</a> <a href="#">K.12 a, b, d</a></p>	<p><b>MP1-Review, Reteach, Assess Reading</b></p> <p><b>Phonics/Word Study:</b> Rhyme, word discrimination, alphabetic chants, explicit teaching of letters O-r (including capital, lowercase and sounds)</p> <p><b>Writing:</b> Unit 1- Journal (Week 3)</p>	<p><b>Phonics &amp; Word Study:</b> Start Up 1 pages 71-80 Chant alphabet song daily, carefully point to letters Explicitly model daily letter production using letters suggested daily in Start Up Continue explicitly teaching letters in sequence (continue daily chant of all letters) for name, sound, and production Focus daily on phonological awareness-continue rhyme and word discrimination as per Start Up lessons; see if students can produce rhyme by this time; begin segmenting and blending orally Choose one poem/rhyme to use each week, model accurate finger-pointing, and choose one line to focus heavily on COW</p>	<p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)</p>
1 Day	<p><a href="#">K.9 f, c</a> <a href="#">K.12 a, b, d</a></p>	<p><b>Benchmark Literacy; Unit 3, Week 2, Day1</b></p> <p><b>Comprehension:</b></p>	<p><b>Reading:</b> Pancakes for Breakfast Activity: <a href="#">Sequence Cards</a> <a href="#">Journal Writing Template</a> <a href="#">Venn Diagram Template</a></p>	

		Identify Sequence of Events  <b>Metacognitive:</b> Determine Text Importance  <b>Writing:</b> Unit 1: Journal (Week 4)		
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**Course Title/ Course #: Kindergarten English Language Arts**

**Pacing Resources Assessments MP2**

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	<a href="#">K.1 a, b, d, e</a> <a href="#">K.2 a-g</a> <a href="#">K.3 a-h</a> <a href="#">K.4 b, d, e</a> <a href="#">K.11 a, b</a> <a href="#">K.13</a>	MP2-Ongoing	<p><b>Reading:</b>  <a href="#">Benchmark Universe Library*</a>  <a href="#">Benchmark Universe Teacher's Resources*</a>  <a href="http://www.abcya.com">http://www.abcya.com</a>  <a href="#">Literacy Center Ideas</a>  <a href="#">Starfall</a>  <a href="#">Performance Based Learning and Share Day Ideas</a></p> <p><b>Small Group:</b>  <a href="#">Hubbard's Cupboard: Sight Word Booklets</a>  <a href="http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx">http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx</a></p> <p><b>Phonics &amp; Word Study:</b>  <a href="#">Words Their Way Resources Pearson</a>  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b>            Benchmark Literacy; Informal Assessments  <b>Small Group:</b>            -PALS Quick Checks            -Individual reading conferences</p> <p><b>Phonics/Word Study:</b>            -Writing Sort            -PALS Quick Checks            -Benchmark Phonics Assessment            -(DSA)            Developmental Spelling Assessment</p> <p><b>Writing:-</b>            Benchmark Writer's</p>

				Workshop- Kindergarten Assessment (TE pg. xxvi)-Individual Writing conferences
10 Days	<a href="#">K.6 b</a> <a href="#">K.8 a, b</a> <a href="#">K.9 c, d</a> <a href="#">K.10 b</a> <a href="#">K.12 a-d</a> <a href="#">K.4b</a> <a href="#">K.a,b,c,d</a>	<p><b>Benchmark Literacy; Unit 3</b>  <b>Week 2, Day 2-5;</b>  <b>Week 3, Day 1-5</b></p> <p><b>Comprehension:</b>  Identify Sequence of Events</p> <p><b>Metacognitive:</b>  Determine Text Importance</p> <p><b>Phonics/Word Study:</b>  Rhyme, word discrimination, alphabetic chants, explicit teaching of letters s-z (including capital, lowercase and sounds)</p> <p><b>Writing:</b>  Unit 1- Journal (Weeks 4-5)</p>	<p><b>Reading:</b>  <a href="#">Brainpop Jr.: Sequence of Events</a>  <a href="#">Brainpop Jr.: Life Cycle of a Frog</a>  <a href="#">Teaching Skills to Students using Mentor Text</a>  <a href="#">PBS Kids</a></p> <p><b>Phonics &amp; Word Study:</b>  Benchmark phonics – benchmark universe *Startup phonics  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b>  -<b>CSA:</b> #13 pg. 50  -<b>Benchmark Literacy;</b>  <b>BLM1:</b>KWL “The Life Cycle of a Frog”  -<b>Benchmark Literacy; BLM 5:</b>  Venn Diagram</p> <p><b>Small Group:</b>  -<a href="#">PALS Quick Check- Alphabet Recognition</a>  <a href="#">PALS Quick Check-Letter Sounds</a></p> <p><b>Phonics/Word Study:</b>  -Writing Sort  -PALS Quick Checks  -Benchmark Phonics Assessment  -(DSA)  Developmental</p>



				<p>Spelling Assessment</p> <p><b>Writing:</b>  -Benchmark  Writer’s Workshop-  Kindergarten  Assessment (TE pg. xxvi)</p>
15 Days	<a href="#">K.1 b, d, e</a> <a href="#">K.2 e, g</a> <a href="#">K.3 e</a> <a href="#">K.9 b, c, d, f, g</a> <a href="#">K.12 a, b, d</a> <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<p><b>Benchmark Literacy; Unit 4</b></p> <p><b>Comprehension:</b>  Analyze Story Elements</p> <p><b>Metacognitive:</b>  Summarize &amp; Synthesize</p> <p><b>Phonics/Word Study:</b>  unit 1-3</p> <p><b>Writing:</b>  Unit 1- Journal (Weeks 6-8)</p>	<p><b>Reading:</b>  <a href="#">Read Works Character Lessons</a>  <a href="#">Read Works ProBenchmark Literacyem/Solution Lessons</a>  <a href="#">Read Works Setting Lesson</a>  <a href="#">Brainpop Jr.: Story Elements</a>  <a href="#">Flocabulary: Story Elements video</a></p> <p><b>Phonics &amp; Word Study:</b>  Benchmark Phonics - Startup  <a href="#">Kindergarten Word Study</a>  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b>  -<b>CSA:</b> #3 pg. 30  -<b>Benchmark Literacy; BLM 5:</b> “Shoo, Fox, Shoo!”  -<b>Benchmark Literacy; BLM 6:</b> Analyze Story Elements</p> <p><b>Phonics/Word Study:</b>  -Writing Sort  -PALS Quick Checks  -Benchmark Phonics Assessment  -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b>  -Benchmark  Writer’s Workshop-  Kindergarten</p>

				Assessment (TE pg. xxvi)
15 Days	<a href="#">K.1 b, e</a> <a href="#">K.2 c, d, e, g</a> <a href="#">K.6 d</a> <a href="#">K.9 b, c, d, f, g</a> <a href="#">K.10 a, b</a> <a href="#">K.12 a-d</a> <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<b>Benchmark Literacy; Unit 5</b>  <b>Comprehension:</b> Making Inferences  <b>Metacognitive:</b> Making Connections  <b>Phonics/Word Study:</b> unit 4-6   <b>Writing:</b> Unit 1-Journal (Weeks 9-11)	<b>Reading:</b> <a href="#">Picture Book Lessons for Comprehension/Metacognitive Strategies</a> <a href="#">Into the Book- Making Inferences</a>  <b>Phonics &amp; Word Study:</b> Benchmark Phonics - Startup  <a href="#">Kindergarten Word Study</a> <a href="#">FCCR: Phonics Games, Part 1</a> <a href="#">FCRR: Phonics Games, Part 2</a> <a href="#">Reading A-Z: Phonics Games</a>	<b>Reading:</b> -Mid Year PALS  <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment  <b>Writing:</b> -Benchmark Writer's Workshop-Kindergarten Assessment (TE pg. xxvi)
4 Days	<a href="#">K.1 b</a> <a href="#">K.2 a-e</a> <a href="#">K.3 a</a> <a href="#">K.4 a,b, e</a> <a href="#">K.5 d</a> <a href="#">K.9 a, f, g</a> <a href="#">K.11 a, b</a> <a href="#">K.12 a-d</a> <a href="#">K.7a,b,c,d</a>	<b>MP2- Review, Reteach, Assess</b>  <b>Phonics/Word Study:</b> unit 7  <b>Writing:</b> Unit 1: Journal	<b>Reading:</b> <a href="#">Interactive Reading Games</a>  <b>Phonics &amp; Word Study:</b> Benchmark Phonics - Startup	-Performance and project share  <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment

		(Week 12)		<p>-(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)</p>
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**Course Title/ Course #: Kindergarten English Language Arts**

**Pacing Resources Assessments MP3**

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	<a href="#">K.1 a, b, e</a> <a href="#">K.2 a-g</a> <a href="#">K.3 a-h</a> <a href="#">K.4 a, b, d, e</a> <a href="#">K.5 a-e</a> <a href="#">K.6 d</a> <a href="#">K.7 a-d</a> <a href="#">K.11 a, b</a> <a href="#">K.13</a>	MP3-Ongoing	<p><b>Reading :</b>  <a href="#">Benchmark Universe Library</a>*  <a href="#">Benchmark Universe Teacher's Resources</a>*                      Words Their Way Resources  <a href="http://www.abcya.com">http://www.abcya.com</a>  <a href="#">Literacy Center Ideas</a>  <a href="#">Kindergarten Kove</a> school district  <a href="#">Interactive Reading Games</a> school district  <a href="#">Starfall</a></p> <p><b>Small Group Resources:</b>  <a href="#">Hubbards Cupboard: Sight Word Booklets</a>  <a href="http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx">http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx</a>  <a href="#">x</a></p> <p><b>Phonics &amp; Word Study:</b>                      Benchmark Phonics - Startup</p> <p>Words Their Way Resources  <a href="#">FCRR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b>                      Benchmark                      Literacy; Informal Assessments</p> <p><b>Small Group:</b>                      -PALS Quick Checks                      -Individual reading conferences                      -Running records</p> <p><b>Phonics/Word Study:</b>                      -Writing Sort                      -PALS Quick Checks                      -Benchmark Phonics Assessment                      -(DSA)                      Developmental Spelling Assessment</p>

				<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Benchmark Writer's Workshop-Kindergarten Assessment (TE pg. xxvi)</li> <li>-Individual writing conferences</li> </ul>
15 Days	<p><a href="#">K.1 b, c, e</a>  <a href="#">K.2 g</a>  <a href="#">K.3 f</a>  <a href="#">K.9 a-f</a>  <a href="#">K.10 a, b</a>  <a href="#">K.12 a-d</a>  <a href="#">K.4a,d,e</a>  <a href="#">K.7a,b,c,d</a></p>	<p><b>Benchmark Literacy; Unit 6</b></p> <p><b>Comprehension:</b> Summarize</p> <p><b>Metacognitive:</b> Fix-up Monitoring</p> <p><b>Phonics/Word Study:</b> unit 8-10</p> <p><b>Writing:</b> Unit 1- Journal (Week 13-15)</p>	<p><b>Reading:</b>  <a href="#">Fix-up Strategies</a>  <a href="#">Teaching Skills to Students using Mentor Text</a>  <a href="#">PBS Kids: Reading Games</a></p> <p><b>Phonics &amp; Word Study:</b>  Benchmark Phonics - Startup  <a href="#">Kindergarten Word Study</a>  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-<a href="#">Oral Reading Assessments</a></li> <li>-Running Record (Reading A-Z)</li> </ul> <p><b>Phonics/Word Study:</b></p> <ul style="list-style-type: none"> <li>-Writing Sort</li> <li>-PALS Quick Checks</li> <li>-Benchmark Phonics Assessment -(DSA)</li> <li>Developmental Spelling Assessment</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Benchmark Writer's Workshop-Kindergarten Assessment (TE pg.</li> </ul>

				xxvi)
15 Days	<a href="#">K.1 b, e</a> <a href="#">K.2 c-e</a> <a href="#">K.3 c, f, h</a> <a href="#">K.6 a-d</a> <a href="#">K.9 b, c, f, g</a> <a href="#">K.10 a, b</a> <a href="#">K.12 a-d</a> <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<b>Benchmark Literacy; Unit 7</b>  <b>Comprehension:</b> Make Predictions  <b>Metacognitive:</b> Make Inferences  <b>Phonics/Word Study:</b> unit 11-13  <b>Writing:</b> Unit 1- Journal (Week 16) Unit 2-Book Reviews (Week 17-18)	<b>Reading:</b> <a href="#">Read Works Making Predictions Lesson</a> <a href="#">Interactive Reading Games</a> <a href="#">Benchmark Literacyueberries for Sal: Prediction Lesson w/ Graphic Organizers</a>  <b>Phonics &amp; Word Study:</b> Benchmark Phonics - Startup <a href="#">Kindergarten Word Study</a> <a href="#">FCCR: Phonics Games, Part 1</a> <a href="#">FCRR: Phonics Games, Part 2</a> <a href="#">Reading A-Z: Phonics Games</a>  <b>Writing:</b> <a href="#">Pinterest: Book Review Sheets</a>	<b>Reading:</b> -CSA: #18 pg. 60 <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment  <b>Writing:</b> -Benchmark Writer’s Workshop-Kindergarten Assessment (TE pg. xxvi)
10 Days	<a href="#">K.1 e</a> <a href="#">K.2 g</a> <a href="#">K.3 a, h</a> <a href="#">K.6 b</a> <a href="#">K.10 a, b</a> <a href="#">K.12 a-d</a> <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<b>Benchmark Literacy; Unit 8, Weeks 1-2</b>  <b>Comprehension:</b> Compare & Contrast  <b>Metacognitive:</b> Determine Text Importance	<b>Reading:</b> <a href="#">FCCR- Compare and Contrast Activity</a>  <b>Phonics &amp; Word Study:</b> Benchmark Phonics - Startup	<b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling

		<p><b>Phonics/Word Study:</b> unit 14-15</p> <p><b>Writing:</b> Unit 2- Book Reviews (Week 19-20)</p>		<p>Assessment</p> <p><b>Writing:</b> -Benchmark Writer’s Workshop- Kindergarten Assessment (TE pg. xxvi)</p>
6 Days	<p>Cumulative Review</p> <p><a href="#">K.5 a-e</a> <a href="#">K.6 b-d</a> <a href="#">K.9 a, d-g</a> <a href="#">K.10 a, b</a> <a href="#">K.11 a, b</a> <a href="#">K.12 a-d</a></p> <p><a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a></p>	<p><b>MP3- Review, Reteach, Assess</b></p> <p><b>Performance and Project Share</b></p> <p><b>Phonics/Word Study:</b> unit 16</p> <p><b>Writing:</b> Unit 2- Book Review (Week 21)</p>	<p><a href="#">Performance Based Learning and Share Day Ideas</a></p> <p><b>Reading:</b> <a href="#">Interactive Reading Games</a></p> <p><b>Phonics &amp; Word Study:</b> Benchmark Phonics - Startup</p>	<p>-Performance and project share</p> <p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Benchmark Writer’s Workshop- Kindergarten Assessment (TE pg. xxvi)</p>

**Course Title/ Course #: Kindergarten English Language Arts**

**Pacing Resources Assessments MP4**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Required Curriculum: Units/ Topics/ Concepts</b>	<b>Additional Resources</b>	<b>Assessments</b>
Daily Weekly Ongoing	<a href="#">K.1 a, b, e</a> <a href="#">K.2 a-g</a> <a href="#">K.3 a-h</a> <a href="#">K.4 a, b, d, e</a> <a href="#">K.5 a-e</a> <a href="#">K.6 d</a> <a href="#">K.7 a-d</a> <a href="#">K.11 a, b</a> <a href="#">K.13</a>	MP4-Ongoing	<p><b>Reading:</b>  <a href="#">Benchmark Universe Library*</a>  <a href="#">Benchmark Universe Teacher's Resources*</a>  <a href="http://www.abcya.com">http://www.abcya.com</a>  <a href="#">Literacy Center Ideas</a>  <a href="#">Kindergarten Kove</a>  <a href="#">Interactive Reading Games</a>  <a href="#">Starfall</a>  <a href="#">Performance Based Learning and Share Day Ideas</a></p> <p><b>Small Group Resources:</b>  <a href="#">Hubbards Cupboard: Sight Word Booklets</a>  <a href="http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.asp">http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.asp</a>  <a href="#">x</a></p> <p><b>Word Study:</b>  <a href="#">Kindergarten Word Study Pacing.pdf</a>  <a href="#">Words Their Way Resources</a>  <a href="#">FCRR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b>            Benchmark Literacy;            Informal Assessments</p> <p><b>Small Group:</b>            -PALS Quick Checks            -Individual reading conferences            -Running records</p> <p><b>Phonics/Word Study:</b>            -Writing Sort            -PALS Quick Checks            -Benchmark Phonics Assessment            -(DSA)            Developmental Spelling Assessment</p> <p><b>Writing:</b></p>



				<p>-Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)</p> <p>-Individual writing conferences</p>
5 Days	<p><a href="#">K.1b- e</a>  <a href="#">K.2 g</a>  <a href="#">K.3 e, h</a>  <a href="#">K.6 b</a>  <a href="#">K.10 a, b</a>  <a href="#">K.12 a-d</a></p> <p><a href="#">K.4a,d,e</a>  <a href="#">K.7a,b,c,d</a></p>	<p><b>Benchmark Literacy; Unit 8, Week 3</b></p> <p><b>Comprehension:</b> Compare &amp; Contrast</p> <p><b>Metacognitive:</b> Determine Text Importance</p> <p><b>Phonics:</b> unit 17</p> <p><b>Writing:</b> Unit 2- Book Reviews (Week 22)</p>	<p><b>Reading:</b>  <a href="#">Readwritethink: Compare and Contrast Lesson</a></p> <p><a href="#">Teaching Skills to Students using Mentor Text</a>  <a href="#">Reading A-Z Leveled Library</a> (Ask ITRT for login)  <a href="#">PBS Kids</a>  <a href="#">Planting A Literacy Garden- Practice with all Metacognitive Strategies</a></p> <p><b>Phonics &amp; Word Study:</b>  <a href="#">Kindergarten Word Study</a>  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b> -CSA: #6 pg. 36</p> <p><b>Phonics/Word Study:</b>          -Writing Sort          -PALS Quick Checks          -Benchmark Phonics Assessment          -(DSA)          Developmental Spelling Assessment</p> <p><b>Writing:</b>          -Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)</p>

15 Days	<a href="#">K.1 e</a> <a href="#">K.2 c-e</a> <a href="#">K.3 c, d</a> <a href="#">K.6 b, c</a> <a href="#">K.9 b, c, f, g</a> <a href="#">K.10 a, b</a> <a href="#">K.12 a-d</a>  <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<p><b>Benchmark Literacy; Unit 9, Weeks 1-3</b></p> <p><b>Comprehension:</b> Identify Cause &amp; Effect</p> <p><b>Metacognitive:</b> Make Connections</p> <p><b>Phonics:</b> unit 18-20</p> <p><b>Writing:</b> Unit 3- Informational Reports (Week 23-25)</p>	<p><b>Reading:</b> <a href="#">Identifying Cause and Effect- Graphic Organizers/Anchor Charts Into the Book- Making Connections(videos, activities)</a></p> <p><b>Writing:</b> <a href="#">Kindergarten Informational Non-fiction Report</a></p> <p><b>Phonics &amp; Word Study:</b>  <a href="#">Kindergarten Word Study</a>  <a href="#">FCCR: Phonics Games, Part 1</a>  <a href="#">FCRR: Phonics Games, Part 2</a>  <a href="#">Reading A-Z: Phonics Games</a></p>	<p><b>Reading:</b> -Spring PALS -<b>CSA:</b> #12 pg.48</p> <p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Benchmark Writer’s Workshop- Kindergarten Assessment (TE pg. xxvi)</p>
15 Days	<a href="#">K.1 e</a> <a href="#">K.2 a</a> <a href="#">K.3 f</a> <a href="#">K.5 a, b, d</a> <a href="#">K.9 a-d, f, g</a> <a href="#">K.12 a-d</a>  <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<p><b>Benchmark Literacy; Unit 10, Weeks 1-3</b></p> <p><b>Comprehension:</b> Draw Conclusions</p> <p><b>Metacognitive:</b> Make Inferences</p> <p><b>Phonics:</b></p>	<p><b>Reading:</b> <a href="#">Little Miss Kindergarten: Drawing Conclusions/Making Inferences</a> <a href="#">Readworks: Drawing Conclusion Lesson</a></p>	<p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b></p>

		unit 21-23 <b>Writing:</b> Unit 3- Informational Reports (Week 26-28)		-Benchmark Writer's Workshop- Kindergarten Assessment (TE pg. xxvi)
10 Days	Cumulative review  <a href="#">K.4a,d,e</a> <a href="#">K.7a,b,c,d</a>	<b>MP4 – Performance and Project Share</b> (Week 29-30)  <b>Phonics:</b> Unit 24-25	<a href="#">Performance Based Learning and Share Day Ideas</a>  In-class project to share with class: Research a nonfiction topic to gain information about that topic. Using a poster board, cut out pictures and label or write information about the topic, i.e. an animal.	- Performance and Project Share

# English Standards of Learning CURRICULUM FRAMEWORK 2010



**Kindergarten - Grade 5**

Board of Education, Commonwealth of Virginia

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Virginia Department of Education  
P.O. Box 2120  
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The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>

## **Virginia English Standards of Learning Curriculum Framework 2010**

### **Introduction**

The 2010 *English Standards of Learning Curriculum Framework* is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning Curriculum Framework* is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

#### *Understanding the Standard*

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

#### *Essential Understandings*

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

#### *Essential Knowledge, Skills, and Processes*

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

# English Standards of Learning CURRICULUM FRAMEWORK 2010



**Kindergarten**

Board of Education, Commonwealth of Virginia

At the kindergarten level, students will engage in a variety of oral language activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonological awareness, which is essential for success in literacy. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.



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- K.1 The student will demonstrate growth in the use of oral language.**
- a) Listen to a variety of literary forms, including stories and poems.**
  - 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.**
  - c) Participate in oral generation of language experience narratives.**
  - d) Participate in creative dramatics.**
  - e) Use complete sentences that include subject, verb, and object.**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of literacy experiences that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li>• By participating in choral and echo speaking, language experience narratives and creative dramatics (e.g., songs, poems, role play, storytelling), students will expand their oral language.</li> <li>• A language experience narrative can be produced from any individual or group experience. For an individual language experience narrative the student dictates a story to the teacher. For the group language experience narrative students contribute ideas to develop sentences for a class story.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that oral language entertains and communicates information.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• listen to texts read aloud and ask and answer questions for further understanding.</li> <li>• participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.</li> <li>• generate ideas to develop a group language experience narrative.</li> <li>• dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip).</li> <li>• dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet).</li> <li>• use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets).</li> <li>• participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.</li> <li>• use complete sentences that include subject, verb, and object when speaking.</li> </ul>

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

- a) Increase listening and speaking vocabularies.**
- b) Use number words.**
- c) Use words to describe/name people, places, and things.**
- d) Use words to describe/name location, size, color, and shape.**
- e) Use words to describe/name actions.**
- f) Ask about words not understood.**
- g) Use vocabulary from other content areas.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will expand understanding and use of word meanings through cross-curricular activities.</li> <li>• Vocabulary growth aids in development of reading and comprehension as students progress in school.</li> <li>• Teachers should provide opportunities for students to participate in partner or group activities to use descriptive words (e.g., read and sing number poems and songs).</li> <li>• Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, and by modeling ways to participate in discussions about learning.</li> <li>• Teacher modeling of the appropriate use of content vocabulary will help students expand their use of word meanings.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that learning new words enhances communication.</li> <li>• understand that word choice makes communication clearer.</li> <li>• understand that information can be gained by asking about words not understood.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.</li> <li>• use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.</li> <li>• use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.</li> <li>• use words to show direction and location (e.g., <i>on, off, in, out, over, under, between, and beside</i>).</li> <li>• 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.</li> <li>• recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult.</li> <li>• use vocabulary from content areas during partner or group activities and during teacher-directed instruction.</li> </ul>

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

- a) **Express ideas in complete sentences and express needs through direct requests.**
- b) **Begin to initiate conversations.**
- c) **Begin to follow implicit rules for conversation, including taking turns and staying on topic.**
- d) **Listen and speak in informal conversations with peers and adults.**
- e) **Participate in group and partner discussions about various texts and topics.**
- f) **Begin to use voice level, phrasing, and intonation appropriate for various language situations.**
- g) **Follow one- and two-step directions.**
- h) **Begin to ask how and why questions.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will build oral communication skills within a language-rich environment through a variety of experiences.</li> <li>• With teacher support students generate how and why questions across curricula and begin to use these questions to guide their search for answers.</li> <li>• In various group settings, students should have opportunities to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation (e.g., voice level and intonation appropriate for specific language situations).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that conversation is interactive.</li> <li>• begin to understand that the setting influences rules for communication.</li> <li>• understand that information can be gained by generating questions and seeking answers.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• speak in complete sentences, expressing thoughts, feelings and ideas clearly.</li> <li>• verbally express needs through direct requests.</li> <li>• participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g., one-on-one, small group, teacher- led).</li> <li>• initiate conversations with peers and teachers in a variety of school settings.</li> <li>• listen attentively to others in a variety of formal and informal settings involving peers and adults.</li> <li>• 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).</li> <li>• listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li>• wait for their turn to speak, allowing others to speak without unnecessary interruptions.</li> <li>• maintain conversation on topic through multiple exchanges.</li> <li>• in group and partner discussions clearly state a thought related to the book or topic being discussed.</li> </ul>

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

- a) **Express ideas in complete sentences and express needs through direct requests.**
- b) **Begin to initiate conversations.**
- c) **Begin to follow implicit rules for conversation, including taking turns and staying on topic.**
- d) **Listen and speak in informal conversations with peers and adults.**
- e) **Participate in group and partner discussions about various texts and topics.**
- f) **Begin to use voice level, phrasing, and intonation appropriate for various language situations.**
- g) **Follow one- and two-step directions.**
- h) **Begin to ask how and why questions.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<ul style="list-style-type: none"> <li>• begin to use voice level, phrasing, and intonation appropriate for the language situation.</li> <li>• match language to the purpose, situation, environment, and audience.</li> <li>• repeat and follow one- and two-step oral directions.</li> <li>• ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.</li> </ul>

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- K.4 The student will identify, say, segment, and blend various units of speech sounds.**
- a) Begin to discriminate between spoken sentences, words, and syllables**
  - b) Identify and produce words that rhyme.**
  - c) Blend and segment multisyllabic words at the syllable level.**
  - d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
  - e) Identify words according to shared beginning and/or ending sounds.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will focus on various units of speech sounds in words.</li> <li>• This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to segment a sentence orally into individual words and to segment individual words into individual syllable and sounds.</li> <li>• Phonological awareness is the term used to describe a student’s understanding that spoken words consist of sounds. Students who are <i>phonologically aware</i> demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels.</li> <li>• Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that words are made up of small units of sound and that these sounds can be blended to make a word.</li> <li>• understand that words are made up of syllable</li> <li>• understand that a spoken sentence is made up of individual words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• focus on speech sounds.</li> <li>• demonstrate the concept of word by segmenting spoken sentences into individual words.</li> <li>• segment a word into individual syllables by clapping hands or snapping fingers.</li> <li>• discriminate between large phonological units of running speech, sentences, words, and syllables.</li> <li>• identify a word that rhymes with a spoken word.</li> <li>• supply a word that rhymes with a spoken word.</li> <li>• produce rhyming words and recognize pairs of rhyming words presented orally.</li> <li>• generate rhyming words based on a given rhyming pattern.</li> <li>• supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable with rhyming lines.</li> <li>• blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = <i>boat</i>, <i>black</i> = /bl/- /ack/).</li> <li>• blend and segment multisyllabic words into syllables (e.g., the teacher asks students to <i>say robot without the /ro-/</i> and students respond with <i>/bot/</i>).</li> <li>• recognize that a word can be segmented into individual speech sound units.</li> </ul>

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- K.4 The student will identify, say, segment, and blend various units of speech sounds.**
- a) **Begin to discriminate between spoken sentences, words, and syllables.**
  - b) **Identify and produce words that rhyme.**
  - c) **Blend and segment multisyllabic words at the syllable level.**
  - d) **Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
  - e) **Identify words according to shared beginning and/or ending sounds.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• Students who are <i>phonemically aware</i> are able to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment and manipulate them.</li> <li>• Students orally <b>blend</b> speech sound units (phonemes) together to make a word (e.g., /m/- /a/-/n/ → man).</li> <li>• Students <b>segment</b> spoken words into individual sounds (e.g., man → /m/- /a/- /n/).</li> <li>• Understanding rhyme allows students to generate new words from a known word (e.g., if the student knows the word “fun,” then he/she can orally produce the word “run.”) It is more difficult to produce a rhyme than to identify a rhyme when presented orally.</li> <li>• <b>Syllables</b> are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced, the mouth opens and closes. Each syllable spoken consists of a single rhythmic beat (e.g., the word <i>absent</i> has two syllables: ab/sent).</li> <li>• <b>Phonemes</b> are the smallest units of sound in spoken language.</li> </ul>		<ul style="list-style-type: none"> <li>• recognize how phonemes sound when spoken in isolation.</li> <li>• recognize similarities and differences in beginning and ending sounds of words</li> <li>• determine the order of speech sounds in a given word by answering the following questions:               <ul style="list-style-type: none"> <li>◦ What is the beginning sound you hear?</li> <li>◦ What is the ending sound you hear?</li> </ul> </li> <li>• produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/).</li> <li>• identify pictures of objects whose names share the same beginning or ending sound.</li> <li>• sort pictures or objects whose names share the same beginning or ending sound.</li> <li>• blend spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>).</li> <li>• segment one-syllable words into onset and rime (e.g., the teacher says the word <i>hat</i> and when asked, the student verbally says /h/ for the onset and /- at/ for the rime.) Students are not expected to know the terms onset and rime.</li> <li>• segment one-syllable words into speech sound units (e.g., the teacher says the word <i>bat</i>, and the student segments the sounds /b/- /a/- /t/).</li> <li>• substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say <i>cat</i>, but in the place of /c/ she asks them to say /b/,</li> </ul>

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- K.4 The student will identify, say, segment, and blend various units of speech sounds.**
- a) **Begin to discriminate between spoken sentences, words, and syllables.**
  - b) **Identify and produce words that rhyme.**
  - c) **Blend and segment multisyllabic words at the syllable level.**
  - d) **Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
  - e) **Identify words according to shared beginning and/or ending sounds.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, produce, and manipulate phonemes.</li> <li>• The ability to segment and blend phonemes facilitates spelling and decoding.</li> <li>• <b>Onsets</b> are speech sounds (/b/, /c/, /f/, /h/) before a vowel. <b>Rimes</b> are comprised of the vowel and what follows (e.g., -at, -it, -op). If a one-syllable word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, bit, but).</li> </ul>		and the student responds with <i>bat</i> ).

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.



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- K.5 The student will understand how print is organized and read.**
- a) Hold print materials in the correct position.**
  - b) Identify the front cover, back cover, and title page of a book.**
  - c) Distinguish between print and pictures.**
  - d) Follow words from left to right and from top to bottom on a printed page.**
  - e) Match voice with print (concept of word).**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken word to the written word.</li> <li>• The ability to match spoken words to print involves developing a student’s <i>concept of word</i>. Instruction may include modeling how print is organized, pointing to words on a page as it is read, and having students “finger-point read” memorized text.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that all print materials in English follow similar patterns.</li> <li>• understand that there is a one-to-one correspondence between the spoken and written word.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• hold printed material the correct way.</li> <li>• identify the front and back covers of a book.</li> <li>• distinguish the title page from all the other pages in a book.</li> <li>• turn pages appropriately.</li> <li>• distinguish print from pictures.</li> <li>• follow text with a finger, pointing to each word as it is read from left to right and top to bottom.</li> <li>• locate lines of text, words, letters, and spaces.</li> <li>• match voice with print in syllables, words, and phrases.</li> <li>• locate and name periods, question marks, and exclamation points.</li> </ul>

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**K.6 The student will demonstrate an understanding that print conveys meaning.**

- a) Identify common signs and logos.**
- b) Explain that printed materials provide information.**
- c) Read and explain own writing and drawings.**
- d) Read his/her name and read fifteen meaningful, concrete words.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will learn that books, environmental print (print seen in one’s environment), and other printed materials convey meaning and provide information for the reader.</li> <li>• Teachers should provide a variety of opportunities for students to demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate ideas and information.</li> <li>• These messages may include scribbles, letter approximations, letter strings, and invented spellings.</li> <li>• Concrete words are specific words that refer to definite persons, places or things.</li> <li>• Students who recognize words automatically spend less time decoding and can pay more attention to comprehending what is being read.</li> <li>• Provide opportunities for the student to read his/her name.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that print conveys meaning.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge that print conveys meaning.</li> <li>• recognize and identify common signs, logos, and labels.</li> <li>• explain that printed material provides information.</li> <li>• read and explain their own drawings and writings.</li> <li>• locate commonly used words and phrases in familiar text.</li> <li>• recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.)</li> <li>• recognize and identify their own first and last names.</li> </ul>

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- K.7 The student will develop an understanding of basic phonetic principles.**
- 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.**
  - d) Identify beginning consonant sounds in single-syllable words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will develop an understanding of basic phonetic principles.</li> <li>• Phonetic skills are the foundation for decoding and encoding words — i.e., they are the basic skills needed to develop fluency and automaticity in reading and writing.</li> <li>• A <b>digraph</b> is the spelling of one sound using two letters. Digraphs can spell consonant sounds (e.g., sh, ch, th, ng) or vowel sounds (e.g., ai, ay, ee, ea, oo, ow, ey, oi, oy, au, aw).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that there is a one-to-one correspondence between spoken and written words.</li> <li>• understand that written words are composed of letters that represent specific sounds.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.</li> <li>• match uppercase and lowercase letter pairs.</li> <li>• produce the usual sounds of consonants, short vowels and initial consonant digraphs.</li> <li>• demonstrate concept of word by:                             <ul style="list-style-type: none"> <li>◦ tracking familiar print from left to right and top to bottom; and</li> <li>◦ matching spoken words to print including words with more than one syllable.</li> </ul> </li> <li>• write the grapheme (letter) that represents a spoken sound.</li> <li>• use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.</li> <li>• isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in <i>top</i>).</li> <li>• identify long and short sounds with common spellings for the five major vowels.</li> <li>• distinguish between similarly spelled words by identifying sounds of the letters that differ.</li> <li>• segment onsets and rimes and begin to blend to form the words.</li> </ul>

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**K.8 The student will expand vocabulary.**

- a) **Discuss meanings of words.**
- b) **Develop vocabulary by listening to a variety of texts read aloud.**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will expand their vocabulary by listening to and participating in a variety of literacy experiences, including, but not limited to, discussion and listening to a variety of texts read aloud.</li> <li>• Teachers reading texts aloud provide opportunities for students to have language modeled for them and expose them to new words in order to expand their working vocabularies.</li> <li>• Vocabulary growth aids in development of reading and comprehension.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that vocabulary is made up of words and that words have meaning.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.</li> <li>• identify new meanings for familiar words and apply them accurately (e.g., knowing <i>water</i> as a drink and learning the verb <i>water the flowers</i>).</li> <li>• sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• use common adjectives to distinguish objects (e.g., the <i>small red</i> square; the <i>shy white</i> cat). (Students are not required to know the term adjective at this level.)</li> <li>• ask and respond to questions about unknown words in a text.</li> <li>• identify real-life connections between words and their use (e.g., places that are <i>loud</i>).</li> <li>• use newly learned words in literacy tasks.</li> </ul>

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- K.9 The student will demonstrate comprehension of fictional texts.**
- a) Identify what an author does and what an illustrator does.**
  - b) Relate previous experiences to what is read.**
  - c) Use pictures to make predictions.**
  - d) Begin to ask and answer questions about what is read.**
  - e) Use story language in discussions and retellings.**
  - f) Retell familiar stories, using beginning, middle, and end.**
  - g) Discuss characters, setting, and events.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand the elements of a story (characters, setting, problem/solution, events) and begin to analyze these elements for meaning.</li> <li>• Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from fictional texts that are read aloud to them.</li> <li>• Students should be exposed to and be able to recognize various types of fictional texts (e.g., storybooks, poems).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that fictional texts tell a story.</li> <li>• understand that authors tell stories through words and illustrators tell stories with pictures.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify the roles of the author and the illustrator of selected texts.</li> <li>• make ongoing predictions based on illustrations and text.</li> <li>• describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).</li> <li>• link knowledge from their own experiences to make sense of and talk about a text.</li> <li>• give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.</li> <li>• ask and respond to simple questions about the content of a book.</li> <li>• use vocabulary from a story in discussions and retellings.</li> <li>• retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end).</li> <li>• use words to sequence events (e.g., <i>before</i>, <i>after</i>, and <i>next</i>).</li> <li>• produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud.</li> <li>• use descriptive language to talk about characters, settings, and events of a story.</li> <li>• recognize various types of fictional texts (e.g., storybooks, poems).</li> </ul>

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- K.10 The student will demonstrate comprehension of nonfiction texts.**
- a) Use pictures to identify topic and make predictions.
  - b) Identify text features specific to the topic, such as titles, headings, and pictures.

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard relative to nonfiction is that students will demonstrate comprehension of a variety of texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li>• Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from nonfictional texts that are read aloud to them.</li> <li>• Students’ understanding of text features, (i.e., titles, headings, and graphics) will support comprehension of nonfiction texts.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that nonfictional texts provide information.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• make ongoing predictions based on graphics and text.</li> <li>• relate pictures and illustrations to the text in which they appear.</li> <li>• link knowledge from their own experiences to make sense of and talk about a text.</li> <li>• identify the topic of a nonfiction selection.</li> <li>• ask and respond to simple questions about the content of a book.</li> <li>• discuss simple facts and information relevant to the topic.</li> <li>• identify text features including titles, headings and pictures in text.</li> <li>• identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ul>

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

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**K.11 The student will print in manuscript.**

- a) **Print uppercase and lowercase letters of the alphabet independently.**
- b) **Print his/her first and last names.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will begin developing neat, legiBenchmark Literacy handwriting.</li> <li>• Students will learn to print uppercase and lowercase letters of the alphabet.</li> <li>• Students need explicit, direct instruction to learn to form uppercase and lowercase manuscript letters correctly.</li> <li>• Reproducing letters with automaticity assists with learning sounds, spelling words and word recognition.</li> <li>• Teaching appropriate pencil grip will assist students with printing in manuscript.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that there are correct ways to write the manuscript letters of the alphabet.</li> <li>• understand that their written name provides identification.</li> <li>• understand that printing properly formed letters makes manuscript writing legiBenchmark Literacy.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use appropriate pencil grip.</li> <li>• print upper- and lower-case letters of the alphabet legibly and independently.</li> <li>• use manuscript letter formation.</li> <li>• use manuscript number formation.</li> <li>• form the letters of and space their first and last names.</li> <li>• write their first and last names for a variety of purposes.</li> <li>• capitalize the first word in a sentence and the pronoun <i>I</i>.</li> </ul>



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**K.12 The student will write to communicate ideas for a variety of purposes.**

- a) Differentiate pictures from writing.**
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.**
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.**
- d) Write left to right and top to bottom.**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature.</li> <li>• Writing in kindergarten prepares students for more formalized writing styles in subsequent grades.</li> <li>• Students will draw upon their growing phonetic knowledge to spell words using letters and beginning consonant sounds when describing pictures or writing about experiences.</li> <li>• Beginning writings may include drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as phonetically spelled words.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that their writing serves a variety of purposes.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• distinguish print from pictures.</li> <li>• write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).</li> <li>• write on assigned and/or self-selected topics.</li> <li>• 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 ...).</li> <li>• use writing, dictation, and drawing to narrate an event.</li> <li>• 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.</li> <li>• write left to right and top to bottom.</li> </ul>

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**K.13 The student will use available technology for reading and writing.**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>The intent of this standard is that students will use available technology for reading and writing.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that technology provides a way to interact with print.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use available digital tools for reading and writing.</li> <li>ask and respond to questions about material presented through various media formats.</li> <li>share their writing with others.</li> </ul>

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