

ENGLISH LANGUAGE ARTS KINDERGARTEN

Kindergarten students learn about the alphabet and its role in reading. They practice rhyming, matching words with beginning sounds, and blending sounds into words. Kindergarten students begin to experiment with writing and use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION *

READING LITERATURE

It is expected students will:

- with prompting and support, ask and answer questions, retell familiar stories, identify characters, settings, and major events in a story.
- with prompting and support, name the author and illustrator of a story and define the role of each.
- with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

READING INFORMATIONAL TEXT

It is expected students will:

- with prompting and support, identify the main topic and retell key details of a text.
- with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- identify the front cover, back cover, and title page of a book.
- with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

FOUNDATIONAL SKILLS

It is expected students will:

- recognize and name all upper and lower case letters of the alphabet and know their corresponding sounds.
- demonstrate understanding of spoken words by rhyming, matching words with beginning sounds, and blending sounds into words.
- read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- read beginning-reader texts with purpose and understanding.

**The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.*

ENGLISH LANGUAGE ARTS KINDERGARTEN (Continued)

WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH

It is expected students will:

- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- use a combination of drawing, dictating, and writing to describe an event(s) and provide a reaction to what happened.
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION

It is expected students will:

- ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.

LANGUAGE: CONVENTIONS, KNOWLEDGE, AND VOCABULARY

It is expected students will:

- demonstrate command of grade-appropriate conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.