

Kindergarten

<u>Reading</u>	
Develop and apply skills and strategies to the reading process	
	<p>Demonstrate basic concepts of print</p> <ul style="list-style-type: none"> ▪ Directionality: left to right, bottom to top, return sweep ▪ Match spoken words to print ▪ Distinguish letter/word/sentence ▪ Distinguish first/last letter in a written word ▪ Matching words ▪ Recognize use of all capital letters ▪ End of a sentence/end punctuation ▪ Quotation marks
	<p>Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)</p> <ul style="list-style-type: none"> ▪ Rhyming words ▪ Beginning sounds ▪ Syllables in spoken words ▪ Isolate consonant sounds ▪ Blending onset and rime ▪ Blending words in oral sentences (spoken phonemes) ▪ Blending and segmenting phonemes ▪ Phoneme substitution
	<p>Develop alphabet and phonics knowledge</p> <ul style="list-style-type: none"> ▪ Name the letters in the alphabet ▪ Awareness that letters represent sounds and a string of letters represent words ▪ Produce sounds associated with letters ▪ Write letter that goes with spoken sound
	<p>Read simple text</p> <ul style="list-style-type: none"> ▪ Containing high frequency words; color words; family words; the names Jesus, God ▪ Consisting of environmental print
	<p>Vocabulary</p> <ul style="list-style-type: none"> ▪ Discuss unknown words in stories ▪ Expand vocabulary by using size words, naming words, describing words, family words, types of clothing, order words, position words, action words, number words, weather words, opposites, words for travel, animal names
	Pre-Reading

Kindergarten

	<ul style="list-style-type: none"> ▪ Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> □ Access prior knowledge □ Preview text and pictures □ Make general predictions <p>During Reading</p> <ul style="list-style-type: none"> ▪ Develop and utilize, with assistance, strategies to self-question and correct, infer, and predict <p>Post-Reading</p> <ul style="list-style-type: none"> ▪ Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text <ul style="list-style-type: none"> □ Question to clarify □ Retell □ Illustrate □ Re-enact stories
	<p>Identify connections, with assistance, between</p> <ul style="list-style-type: none"> ▪ Text ideas--Similarities and differences in real and make-believe works (fiction/non-fiction) ▪ Text ideas and own experiences
<p>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</p>	
	<p>Text Features</p> <ul style="list-style-type: none"> ▪ Locate and apply, with assistance, information in title, pictures, and names of author and illustrator. <p>Literary Devices</p> <ul style="list-style-type: none"> ▪ Respond to rhythm, rhyme and alliteration in oral reading of poetry and prose <p>Text Elements</p> <ul style="list-style-type: none"> ▪ Use details from text to identify story elements (main characters, setting, problem)
<p>Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction</p>	

<p>(such as biographies, newspapers, technical manuals) from a variety of cultures and times.</p>	
	<p>Text Features</p> <ul style="list-style-type: none"> ▪ Develop an awareness that text and pictures provide information <p>Literary Devices</p> <ul style="list-style-type: none"> ▪ Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text <p>Text Elements</p> <ul style="list-style-type: none"> ▪ In response to text <ul style="list-style-type: none"> □ Develop questions to clarify meaning □ Answer questions □ Discuss text □ Recognize important information □ Identify supporting details <p>Understanding Directions</p> <ul style="list-style-type: none"> ▪ Follow a simple pictorial/written direction, with assistance
<p><u>Writing</u></p>	
<p>Apply a writing process in composing text.</p>	
	<p>With assistance, follow a writing process to</p> <ul style="list-style-type: none"> ▪ Generate a draft through pictures and words ▪ Revise text to make oral idea match written text ▪ Publish or share stories
<p>Compose well-developed text using standard English conventions.</p>	
	<p>Form letters correctly using left-to-right directionality</p>
	<p>Capitalize first letters of own first and last names, and capitalize names of people and first word in a sentence</p>
	<p>Use a period at the end of declarative sentences</p>
	<p>In writing, use</p> <ul style="list-style-type: none"> ▪ Correct spelling of own first and last names ▪ Semi-phonetic spelling
	<p>Write sentences with assistance</p>

<p>Write effectively in various forms and types of writing.</p>	
	<p>Narrative and Descriptive Writing</p> <ul style="list-style-type: none"> ▪ With teacher assistance, plan and tell stories (through pictures and words) about familiar experiences and events <p>Expository and Persuasive Writing</p> <ul style="list-style-type: none"> ▪ With teacher assistance, plan and tell an idea through pictures and words using factual information <p>Audience and Purpose</p> <ul style="list-style-type: none"> ▪ With teacher assistance, develop an awareness of audience and purpose in composing text
<p><u>Listening and Speaking</u></p>	
<p>Develop and apply effective listening skills and strategies</p>	
	<p>Listen for</p> <ul style="list-style-type: none"> ▪ Enjoyment ▪ Information ▪ Simple directions, with teacher assistance
	<p>With teacher assistance, demonstrate listening behaviors</p> <ul style="list-style-type: none"> ▪ Prepare to listen ▪ Attends to task without interrupting ▪ Contributes relevantly to task
<p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p>	
	<p>When sharing ideas or experiences</p> <ul style="list-style-type: none"> ▪ Speak audibly ▪ Use age-appropriate vocabulary
	<p>With teacher assistance, give simple oral directions</p>
<p><u>Information Literacy</u></p>	
<p>Develop and apply</p>	

Kindergarten

effective research process skills to gather, analyze and evaluate information	
	Develop awareness of resources on topics of interest
	With teacher assistance, develop awareness, through discussion, that credit is given for other's ideas, images, and information
Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	
	With teacher assistance, identify topics of messages conveyed through oral and visual media