

Grade K Content Specific Curriculum Standards and Building Blocks

-Reading/Language Arts-

Reading

- **Demonstrate an awareness of concepts of print**

Initial Understanding

- Handle books right side up
- Identify front cover, back cover, spine, and title page of book
- Follow words left to right and top to bottom on a printed page
- Begin to match one spoken word to one written word (1:1)
- Identify where to start reading on one to two pages of text
- Understand that printed materials convey a message
- Distinguish between letters and words
- Begin to distinguish words and sentences
- Identify capital and lowercase letters
- Begin to identify first and last: in a word, in a sentence, on a page.
- Identify period, question mark
- Begin to identify exclamation point and quotation marks

- **Demonstrate phonological awareness (sounds in speech)**

Initial Understanding

- Produce rhyming words orally in response to spoken words
- Identify number of words in a sentence (clapping)
- Identify number of syllables in three-syllable words
- Recognize and talk about long words vs. short words
- Recognize and blend a word following the teacher's production of the separate syllables (CVC)
- Blend onsets and rimes, e.g., /d/ /og/=dog
- Identify initial and final consonant sounds in a word
- Segment and isolate initial, medial, and final consonant sounds in one-syllable words (CVC)
- Recognize and say the common sounds of most consonant letters

- **Develop and apply graphophonic skills (sounds/symbols)**

Initial Understanding

- Understand that letters in printed words represent sounds in spoken words
- Recognize and recite all letters of the alphabet randomly and in alphabetical order
- Write independently uppercase and lowercase letters of the alphabet when letter name or sound is dictated
- Recognize and write own first and last name and initials.
- Recognize names of friends and family in print.
- Identify letters matched to short vowel sounds

- **Develop a sight vocabulary of approximately twenty-five words (high frequency words, color words, number words, or environmental signs and symbols)**

Initial Understanding

- Use classroom labels, signs and instructions
- Read at least 25 high frequency words
- Recognize some personally significant words in context
- Begin to match spoken words with text

- **Begin to read aloud with expression and fluency, demonstrating the development of rhythm, cadence, and an understanding of end punctuation marks**

Initial Understanding

- Emergently read or sing along with familiar text, recreating the story with appropriate intonation, phrasing, and pacing
- Begin to read unfamiliar but previewed early emergent texts attending to and matching most 1:1 sequence
- Develop stamina for "reading" independently

- **Develop and apply universal thinking and comprehension strategies when listening to or reading text (traditional literature, realistic fiction, fantasy, historical fiction, poetry, nonfiction)**

Initial Understanding

Preview text to form initial ideas regarding content using: Author, title, illustrator, title page and pictures

Identify the purposes of a text, *e.g., to find information, enjoy, receive a message (note)*

Use a variety of self-monitoring strategies to solve reading and comprehension problems when rereading familiar text:

- Determining they are on the correct page
- 1:1 matching
- Maintaining sense

Identify characters, settings and important events, *e.g., Clifford, Three Billy Goats Gruff, Cinderella, school, home,*

Identify topic of nonfiction text

Sequence the events of a story

Retell stories or parts of stories that have been heard several times

Experience a variety of poetic forms and styles

Recognize that songs are poems with music

Recognize that poems sound and look different from stories

Developing an Interpretation

Begin to notice words they do not know when listening to text and use context to predict meaning

Distinguish fantasy from realistic text

Use illustrations to determine the character's feelings through facial expressions

Begin to infer information about characters' actions

Create a mental picture based on a story read or told to them

Infer and articulate the lesson a tale teaches

Discuss recurring themes across texts (*e.g., big ideas about friendship, family, change, the importance of an object*)

Demonstrate an awareness of rhythm and cadence through movement

Begin to recognize simple organizational patterns or structures, *e.g., repeating language patterns*

Begin to compare similar elements in folktales

Making Connections

Draw parallels between actions of fantasy characters and real children

Compare and contrast their own lives with the lives of the characters

Critical Stance

Evaluate or rate a story or character using prior knowledge and support from the text

Give and support reactions to text

Discuss the importance of a lesson or moral from a tale

Analyze and evaluate illustrations (*e.g., Did the author do a good job matching the pictures to the text?*)

Writing

Kindergarten students are developmentally able to participate in prewriting and drafting stages of the writing process. Revising and editing are collaborative efforts between the teacher and the student. Ownership should not be taken away from the child. Publishing, as a final product, will occur with selected pieces of individual and class writing. Interactive writing is a bridge between whole group and writer's workshop where students learn through a shared pen model.

- **Understand that writing serves many purposes.**

Initial Understanding

Write (scribbles, pictures, approximations, etc.) in a variety of modes to (*e.g., to share an experience or event, tell a story with a simple problem, give an opinion, explain a how-to, send messages, or communicate information "All About..."*).

Critical Stance

Begin to determine a reason for writing (*e.g., to inform, entertain, clarify*)

- **Develop an awareness of a writing process**

Prewriting

Initial Understanding

Use oral storytelling to relate events/details

Orally share ideas with the whole group (moving towards partnering) to plan their writing

Generate lists, collaboratively, around a single topic

Gather information on a topic with support

Drafting

Initial Understanding

Use a variety of writing strategies to communicate and create meaning (scribbles, pictures, approximations, etc.)

Show control of top to bottom and left to right

Space letters and words appropriately

Use sound spelling representing all heard initial and final consonant sounds

Use periods, question marks, and exclamation marks at the end of sentences

Write first and last name with correct capitalization

Uses capitalization to begin sentences, names and the word "I"

Maintain focus of a single concept, event or several loosely connected events

Making Connections

Begin to use language and ideas from shared and interactive writing and literature as models for their writing

Revising

Developing an Interpretation

Add details/colors/backgrounds/labels to drawings/illustrations

Attempt to reread own writing demonstrating attentiveness to meaning

Begin to use strategy "Does that sound like talking (or English)?"

Dialogue with teacher on own writing in progress

Making Connections

Listen to others share their writing demonstrating attentiveness to meaning

Critical Stance

Notice when simple text (own or others) fails to make sense

Editing

Initial Understanding

Spell high frequency words *e.g., I, a, it, go, the, and*

Publishing

Initial Understanding

Contribute to class projects

Select pieces to consider as final products

- **Develop and apply legible penmanship**

Initial Understanding

Write independently most of the upper and lower case letters, attending to form and spatial alignment

Demonstrate proper grip of writing tools

Speaking, Listening, Viewing and Enacting

- **Demonstrate grade appropriate use of Standard English and delivery strategies**

Initial Understanding

Develop a repertoire of poems, rhymes, songs and stories

Developing an Interpretation

Use newly learned vocabulary

Use descriptive/sensory words when speaking about people, places, things and events

Making Connections

Orally relate an important life event or personal experience using simple sequence

- **Respond critically to oral communication, films, videos, presentations, graphics and written work**

Demonstrate listening comprehension by:

Initial Understanding

Listen attentively in a small or large group

Know when to speak

Follow three- and four- step oral and pictorial directions

Developing an Interpretation

React visibly to rhythmic patterns and moods in music and text

Making Connections

Begin to relate their comments to other students' comments

Begin to identify whether their comments are in agreement

Critical Stance

Show an understanding and appreciation of stories read to them

Respond orally to own and others' writing

- **Perform in a manner that guides the listener's understanding of key ideas, using appropriate phrasing, pitch and modulation**

Initial Understanding

Begin to express ideas in complete, coherent sentences

Pronounce sounds smoothly and clearly

Begin to stay on topic when speaking