

Language Arts Kindergarten

Standard I: General Reading Processes

Goal A: Print Concepts - The student will demonstrate an understanding of concepts of print to determine how print is organized and read.

1. Orientation to Print Objectives – The student will be able to demonstrate understanding by:
 - Holding a book and turning the pages correctly.
 - Tracking print on a page from top to bottom, left to right and return sweep.
2. Print Awareness Objectives – The student will demonstrate print awareness by:
 - a. Identifying the front and back covers and title page of a book.
 - b. Identifying where a story begins and ends in a book.
 - c. Identifying where print begins and ends on a page.
 - d. Locating repetitive words or phrases in familiar text.
 - e. Recognizing the difference between a letter and a word.
 - f. Recognize that printed words are separated by spaces.
 - g. Recognize that letters build words and words build sentences.
 - h. Demonstrate one-to-one matching in familiar text.

Goal B: Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.

1. Discrimination Objectives – The student will be able to demonstrate understanding by:
 - a. Recognizing that beginning sounds are the same or different in words.
 - b. Recognizing beginning and/or ending sounds in words.
 - c. Categorizing words as same or different by initial and/or final sounds.
 - d. Listening to discriminate the number of words in a sentence and number of syllables in a word.
 - e. Identifying rhyming words.
 - f. Identify phrases and sentences that use alliteration.
2. Production Objective – The student will be able to produce rhyming words.
3. Blending Objectives – The student will demonstrate understanding by:
 - a. Blending syllables into a whole word, such as fun-ny = funny.
 - b. Blending onset and rimes (i.e., word families) into a one-syllable word, such as b-at = bat.
 - c. Blending 2-3 phonemes into a one-syllable word, such as m-e = me; f-u-n = fun.

4. Segmenting and Manipulation Objectives – The student will be able to demonstrate understanding by:
 - a. Clapping the number of words in a sentence.
 - b. Clapping the number of syllables in a word.
 - c. Segmenting words into syllables.
 - d. Segmenting a one-syllable word into its onset and rime (e.g., cat = /c/ - /at/).
 - e. Adding a beginning sound to change a word.
 - f. Substituting the initial sound in a word to form a new word.

Goal C: Decoding – The student will apply knowledge of letter/sound relationships (phonics), and sight words to decode unfamiliar words.

1. Letters/Sounds Objectives – The student will be able to:
 - a. Identify all upper and lower case letters.
 - b. Identify letters matched to sounds.
 - c. Demonstrate awareness of the sounds for common consonants (i.e., b, d, f, h, l, m, n, p, r, s, t, v, w, and z).
 - d. Generate the sounds associated with common letter patterns, such as st-, -at, -ack, -ed.
 - e. Identify similarities and differences in letters and words.
 - f. Blend letter sounds in one-syllable words that follow the CVC pattern.
 - g. Use common word families to decode three-letter words.
2. Sight Words Objectives – The student will be able to:
 - a. Recognize some environmental print (e.g., stop, exit).
 - b. Recognize some high-frequency words by sight (e.g., a, the, I, my, you, is, are).
 - c. Recognize some familiar words (e.g., student’s first and last name).
 - d. Demonstrate self-monitoring (being aware of a mistake) in familiar text.
 - e. Locate repetitive words or phrases in familiar text.
 - f. Increase sight word vocabulary.
 - g. Locate known and unknown words in familiar texts using a variety of strategies.

Goal D: Fluency - The student will engage in imitative reading from unfamiliar text and read orally from familiar texts at an appropriate rate.

1. Fluency Objectives – The student will be able to:
 - a. Recite nursery rhymes, poems, and finger plays with expression.
 - b. Reread familiar text with accuracy and expression.
 - c. Use knowledge of end punctuation to signal expression in reading.

Goal E: Vocabulary - The student will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

1. Exposure to Text Objectives – The student will be able to increase vocabulary through exposure to a variety of texts, specifically:
 - a. Increase level of word and concept-based knowledge through listening to and reading a variety of literary and informational texts daily.
 - b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.
 - c. Ask questions to clarify meaning about objects and words related to topics discussed.
 - d. Listen to and identify the meaning of new vocabulary in multiple contexts.
 - e. Listen to and identify the meaning of content-specific vocabulary.
 - f. Read signs, labels, and environmental print.
 - g. Collect and play with favorite words.
2. Acquire New Concepts Objectives – The student will be able to develop a conceptual understanding of new words and phrases, specifically:
 - a. Use words to describe location, size, color and shape.
 - b. Name pictures of common concepts such as sleeping, running, walking.
 - c. Use names and labels of basic concepts (e.g., stop, go, boys, girls, in, out, poison).
 - d. Identify and sort pictures of common words into basic categories such as colors, numbers, and seasons.
3. Acquire New Vocabulary Objectives – The student will be able to understand and use new vocabulary, specifically:
 - a. Use text and illustrations to identify meaning of unknown words.
 - b. Use newly learned words on multiple occasions to reinforce meaning.
 - c. Use word structure such as inflectional endings (e.g., -s, -ed) to determine meaning of words.
 - d. Use resources such as picture dictionaries, charts, posters, and diagrams to determine the meaning of unknown words.

Goal F: General Reading Comprehension - The student will demonstrate a positive attitude to understand what is read including comprehension strategies; before-, during-, and after-reading strategies; and reader response.

1. Positive Reading Attitude Objectives – The student will be able to develop a positive attitude and confidence in reading through exposure to a variety of texts, specifically:
 - a. Listen to and discuss texts representing diversity in content, culture, authorship, and perspective including areas such as race, gender, disability, religion, and socio-economic background.
 - b. Understand that speech can be written and read.
 - c. Read a minimum of 15 books, both literary and informational.
 - d. Choose books independently and handle them properly.
 - e. Demonstrate reading-like behavior with books at A/B levels.

2. Comprehension Strategies Objective – The student will be able to demonstrate the ability to interact with text to gain meaning by activating prior knowledge, predicting, clarifying, determining main ideas/themes, questioning, creating visual images, drawing inferences, and summarizing.
3. Before Reading Objectives – The student will be able to use strategies to prepare for reading (or being read to), specifically:
 - a. Make connections to the text using illustrations, photographs, and prior knowledge.
 - b. Make predictions by examining the title, cover, illustrations, and familiar author or topic.
 - c. Set a purpose for reading.
4. During Reading Objectives – The student will be able to use strategies to make meaning while reading (or being read to), specifically:
 - a. Use prior knowledge and picture clues.
 - b. Develop a memory for familiar text.
 - c. Take risks while making approximations.
 - d. Make, confirm, or adjust predictions.
 - e. Make comments and ask relevant questions.
5. After Reading Objectives – The student will be able to use strategies to deepen comprehension and demonstrate understanding of the text, specifically:
 - a. Recall and discuss information from the text.
 - b. Compare information in the text with prior knowledge.
 - c. Respond to the text by drawing, speaking, dramatizing, or writing.
 - d. Retell a story or a portion of a story using text as support.
6. Reader Response Objectives – The student will be able to use strategies to demonstrate comprehension of the text, specifically:
 - a. Engage in conversation to better understand what has been read.
 - b. Respond to text, in writing, in a variety of ways (e.g., drawing, journaling, filling in organizers) using incomplete spelling.
 - c. Respond to text, in writing, to literal questions (e.g., who, what, where, when) using incomplete spelling.
 - d. Contribute to a group-generated, oral response to a higher-order-thinking (HOT) question.

Standard II: Informational Reading Processes

Goal A: Variety of Text – The student will listen to and read a variety of informational texts including nonfiction materials, functional documents, and materials related to personal interest.

1. Nonfiction Materials Objective – The student will be able to develop comprehension skills by listening to and using a variety of nonfiction materials including content-related trade books, picture dictionaries, newspapers, magazines, and multimedia resources.
2. Functional Documents Objective – The student will be able to use functional documents with simple oral or rebus directions including science investigations, rules, recipes, signs, labels, and simple maps.
3. Personal Interest Objective – The student will be able to listen to and use personal interest materials such as books and magazines.

Goal B: Text Features/Organizational Structures – The student will identify and use various text features and organizational structures to facilitate understanding of informational texts.

1. Print Features Objective – The student will be able to use print features to facilitate understanding of informational text including bold print and print size.
2. Graphic Aids Objective – The student will be able to use graphic aids to facilitate understanding of informational text including pictures, maps, graphs, charts, and diagrams.
3. Informational Aids Objective – The student will be able to use informational aids to facilitate understanding of informational text including materials lists and labels.
4. Organizational Aids Objectives – The student will be able to use organizational aids to facilitate understanding of informational text including titles, tables of contents, and numbered steps.
5. Organizational Structure Objective – The student will be able to become familiar with structures for organizing informational text to understand what is read, when appropriate, including sequential order and similarities and differences.

Goal C: Comprehension of Informational Text – The student will recognize important ideas and how the information is presented in informational text.

1. Important Information in Text Objectives – The student will be able to determine important ideas and messages in informational text, specifically:
 - a. State the text’s purpose.
 - b. Identify the main idea and/or message.
 - c. Retell important facts from a text.
 - d. Identify how someone might use the text.

2. Critical Evaluation Objectives – The student will be able to evaluate informational text, specifically:
 - a. State whether the text fulfills the reading purpose.
 - b. Tell what the author could have done to make the text easier to understand.
 - c. Tell whether the author’s ideas are clear.
 - d. Explain the connections between illustrations and text.
 - e. Compare and contrast information in different texts.

Goal D: Information Literacy – The student will follow a systematic approach to information problem-solving using the Super3 process.

1. Planning Objectives – The student will be able to demonstrate the ability to plan, specifically:
 - a. Identify the task.
 - b. Identify the criteria for the finished product.
 - c. Identify the information needed to solve the problem or complete the task.
2. Performance (Doing) Objectives – The student will be able to demonstrate their ability to complete the task or solve the problem, specifically:
 - a. Identify materials that will be useful in solving the problem/completing the task.
 - b. Determine the most appropriate sources to solve the problem/complete the task.
3. Reviewing Objectives – The student will demonstrate the ability to evaluate the quality of the product and the effectiveness of the process, specifically:
 - a. Assess the product for completeness, strengths and weaknesses.
 - b. Determine the effectiveness of the process used to solve the problem.

Standard III: Literary Reading Processes

Goal A: Text Features/Elements – The student will be able to demonstrate an understanding of specific text features and elements of various literary genres.

1. Types of Text Objectives – The student will be able to:
 - a. Listen to, discuss, and recognize differences between a variety of different types of literary texts such as poems, nursery rhymes, fairy tales, realistic fiction, and fantasy.
 - b. Recognize authors and stories that were previously read and discussed.
2. Text Features Objectives – The student will be able to use text features to facilitate understanding of literary texts, specifically:
 - a. Explain how the title contributes to meaning.
 - b. Identify and explain how text features such as illustrations, punctuation, and print features (e.g., bold and colored print, italics) contribute to meaning.

3. Narration Objectives – The student will be able to use elements of narrative texts to facilitate understanding, specifically:
 - a. Identify the beginning, middle, and end of a story including the problem and solution.
 - b. Identify the characters, sequence of events, and setting of a story.
 - c. Identify the feelings of characters.
 - d. Describe characters' thoughts, actions, and relationships.
 - e. Compare the setting to one's own environment.
 - f. Connect events, characters, and actions in stories to specific life experiences.
4. Poetry Objectives – The student will be able to use elements of poetry to facilitate understanding, specifically:
 - a. Listen to and identify rhyme, rhythm (i.e., a regular beat and similarities of sounds in words), and repetition.
 - b. Retell the events of the poem, as applicable.
5. Drama Objective – The student will be able to listen to and identify the characters, dialogue, and scenery of a play.

Goal B: Comprehension of Literary Text – The student will recognize important ideas and the use of specialized language in literary text.

1. Important Ideas in Text Objectives – The student will be able to determine important ideas and messages in literary texts, specifically:
 - a. Retell a familiar story by sequencing the main events.
 - b. Identify a personal connection to the text.
2. Use of Language Objectives – The student will be able to identify and describe the author's use of language, specifically:
 - a. Descriptive words.
 - b. Use of various techniques to influence the reader (e.g., use of rhyme, repetition, cumulative pattern).

Standard IV: Writing

Goal A: Composition - The student will compose in a variety of modes employing specific forms.

1. Composition Objectives - The student will be able to compose oral, written, and visual presentations that express personal ideas and inform, specifically:
 - a. Contribute to a shared writing experience or topic of interest.
 - b. Write to express personal ideas using dictation, drawings, symbols, letters, or words.
 - c. Write to inform using dictation, drawings, symbols, letters, or words.
 - d. Compose a series of related events using dictation, picture writing, scribble writing and incomplete or complete spelling.
 - e. Attend to left to right and top to bottom progression.

- f. Identify an audience, select a topic, and choose an appropriate form.
- g. Write individually known spelling words in standard form.
- h. Use sensory details to expand ideas.
- i. Use words displayed in the room or in a personal dictionary as an aid when writing.
- j. Experiment with the use of punctuation and the placement of capital letters.
- k. Choose to share writing, when appropriate.
- l. Prepare writing for display by revising and editing, using rules such as capital letters and periods.

Goal B: Language Choices - The student will identify how language choices in writing and speaking affect thoughts and feelings.

- 1. Language Choice Objective - The student will be able to assess the effectiveness of choice of details, word choice, and use of figurative language when composing, specifically:
 - a. Identify and use words to communicate feelings.
 - b. Use descriptive words and other details to expand and improve writing.

Standard V: Conventions of Standard English

Goal A: Conventions - The student will control language by applying the conventions of Standard English in speaking and writing.

- 1. Grammar/Usage Objectives - The student will be able to comprehend and apply Standard English usage in oral language, specifically:
 - a. Use complete sentences in conversation and when responding to questions, as appropriate.
 - b. Use sentences with subject/verb agreement.
 - c. Use correct verb tense.
 - d. Use sentences with noun/pronoun agreement.
 - e. Use commonly confused words correctly such as *get/got* and *have/has*.
- 2. Punctuation/Capitalization Objectives - The student will be able to comprehend and use basic punctuation and capitalization in written language, specifically:
 - a. Use periods at the end of sentences, when developmentally appropriate.
 - b. Use capital letters for first letters of names and beginning sentences.
- 3. Spelling Objectives - The student will be able to apply conventional spelling in written language, specifically:
 - a. Spell first and last name correctly.
 - b. Spell a few high-frequency words correctly.
 - c. Use letters to represent phonemes in words.
 - d. Use temporary spelling to attempt unknown words.
 - e. Use classroom resources to spell unknown words such as labeled objects, word walls, charts, and dictionaries.

4. Handwriting Objectives – The student will be able to produce writing that is legible to the audience, specifically:
 - a. Hold writing utensil appropriately.
 - b. Use correct directional movement.
 - c. Use lower case letters appropriately.
 - d. Form upper and lower case manuscript letters on lined paper, as developmentally appropriate.
 - e. Control size and spacing of manuscript letters and words on appropriately lined paper, as developmentally appropriate.

Standard VI: Listening

Goal A: Listening - The student will demonstrate effective listening to learn, process, and analyze information.

1. Listening Objectives - The student will be able to comprehend and analyze what is heard, specifically:
 - a. Attend to the speaker.
 - b. Determine a speaker's general purpose.
 - c. Identify rhythms and patterns of language, including rhyme and repetition.
 - d. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge.
 - e. Follow a set of two- or three-step directions.
 - f. Listen carefully to expand and enrich vocabulary.

Standard VII: Speaking

Goal A: Speaking – The student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

1. Speaking Objectives - The student will use organization and delivery strategies, specifically:
 - a. Speak clearly enough to be heard and understood in a variety of settings.
 - b. Express complete thoughts when the situation calls for it.
 - c. Question others to clarify meaning and acquire information.
 - d. Voluntarily express relevant thoughts and ideas in both small and large groups.
 - e. Exhibit appropriate speaking behaviors such as being polite, taking turns, and listening to others.
 - f. Speak in a variety of situations to inform and/or relate experiences such as retelling stories and/or stating an opinion.