

LANGUAGE ARTS CURRICULUM

KINDERGARTEN

Goal

Kindergarten introduces children to reading and writing. Therefore, it is critical that students experience the enjoyment of reading while they learn the strategies and skills that will enable them to read independently.

During the kindergarten year, students will learn the enabling skills of phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary, and comprehension skills as they listen and respond to a variety of texts. Students will enjoy listening to stories, relating to characters and events to their own life experiences, dramatizing stories, and responding to stories through art and writing activities.

Students will extend their speaking and listening skills when they are given opportunities to express themselves. They will learn how oral language is recorded to convey experiences and ideas as they observe their experiences and ideas being written. The kindergarten student should be immersed in a language-rich environment to develop communication skills and an appreciation for the language arts.

Reading

1. Reading Readiness – The student will develop book and print awareness.

- a. Understand that printed materials provide information.
- b. Identify the front cover, back cover, and title page of a book.
- c. Follow words from left to right and from top to bottom on the printed page.
- d. Demonstrate an understanding of letters, words, sentences, and stories.
- e. Distinguish letters from words.
- f. Recognize own name.
- g. Reproduce uppercase and lowercase letters of the alphabet.
- h. Read and explain own writing and drawings.
- i. Recognize the difference between unlike shapes, numerals, letters, and words.
- j. Match identical shapes, objects, letter forms, word forms, and number forms.

2. Phonemic Awareness – The student will develop phonemic awareness and knowledge of the alphabetic principle.

- a. Recognize that letters represent sounds.
- b. Identify letter sounds.

- c. Identify words that rhyme orally.
 - d. Orally blend sounds to make words.
 - e. Discriminate between vowels and consonants.
- 3. Decoding and Word Recognition – The student will demonstrate decoding and word recognition skills.**
- a. Recognize some words by sight, including a few common words, and environmental print, such as signs, labels, and trademarks.
 - b. Recognize most beginning consonant letter-sound associations in one-syllable words.
 - c. Recognize most ending consonant letter-sound associations in one-syllable.
- 4. Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**
- a. Use pictures and context to make predictions about story content.
 - b. Connect information found in stories to personal experiences.
 - c. Retell familiar stories using beginning, middle, and end.
 - d. Talk about characters, settings, and main events.
 - e. Distinguish between *make believe* and *real* in printed materials.
 - f. Demonstrate a sense of story (e.g. beginning, middle, end, characters, and details).
- 5. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.**
- a. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, short informational texts, nursery rhymes).
 - b. Identify types of everyday print materials (e.g. storybooks, poems, newspapers, signs, labels).
 - c. Note similarities and differences in various stories and poems.
- 6. Vocabulary – The student will use new vocabulary in speech and writing.**
- a. Use words that describe color, size, and location.
 - b. Use new vocabulary in speech and writing.

Listening and Speaking

- 1. Listening – The student will listen and respond to oral communication.**
- a. Understand and follow one-, two-, and three-step oral directions.
 - b. Use appropriate volume and tone of voice when responding to others.
 - c. Participate in choral speaking, reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics.
 - d. Use words to describe and name people, places, and things.

- e. Follow rules for conversation (e.g. taking turns, staying on topic).
 - f. Participate in oral discussions.
- 2. Speaking – The student will speak in clear and coherent sentences.**
- a. Listen to a variety of literary forms, including stories, poems, fairy tales, and tall tales.
 - b. Demonstrate appropriate listening behaviors (e.g. eyes on speaker, resist distractions).
 - c. Recognize and respond to non-verbal signals (e.g. expressions of excitement, disapproval).

Grammar and Usage

- 1. Spelling – The student will develop spelling strategies and skills.**
- a. Represent spoken language with phonetic and/or conventional spelling.
 - b. Write letters of the alphabet correctly.
 - c. Analyze the sounds in a word and write the dominant consonant.

Writing

- 1. Handwriting – The student will develop handwriting skills.**
- a. Write using left to right, top to bottom progression.
 - b. Use dominant hand with correct paper position.
 - c. Hold pencil correctly.
 - d. Print upper and lower case letters and write numerals 0-9.
- 2. Composition – The student will begin to write for meaning.**
- a. Create sentences, or word representations, to explain events.
 - b. Use the writing process to generate stories about personal experiences.
 - c. Create illustrations, which represent information.
 - d. Publish class and individual writing.

Information and Research

- 1. Information – The student will begin to ask how and why questions.**
- 2. Study Skills - The student will begin to acquire organizational skills to manage school materials and personal time management.**