

Kindergarten

Standards and Instruction



Students enter kindergarten with a wide range of individual differences in prior opportunities to hear, see, and learn the English language and alphabetic writing system. Thus, the challenge for educators is to determine the essential skills kindergartners must master and the way to organize and deliver instruction of maximum effectiveness and efficiency that addresses the range of (1) the skills and knowledge to be taught; and (2) the capacity of the learners. Instruction in kindergarten is focused on developing foundational skills that prepare students for later learning in the language arts. The strands to be emphasized at the kindergarten level are listed in the adjacent column under the appropriate domains.

Each of the strands is addressed separately in the following section with the exception of the written and oral English-language conventions strand, which is integrated into appropriate sections.

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Writing

- 1.0 Writing Strategies

Written and Oral English-Language Conventions

- 1.0 Written and Oral English-Language Conventions

Listening and Speaking

- 1.0 Listening and Speaking Strategies
- 2.0 Speaking Applications (Genres and Their Characteristics)

Reading Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

A primary focus of language arts instruction in kindergarten is making sense of the alphabet and its role in reading. Familiarity with the letters of the alphabet is a powerful predictor of early reading success (Ehri and McCormick 1998). Moreover, letter-sound knowledge is not optional in an alphabetic writing system. By the end of kindergarten, students should be able to name all uppercase and lowercase letters and match all letters with their associated sounds.

Whether to teach letter names or letter-sound relationships first remains unsettled. Some reading programs recommend introducing letter names first because they are typically easier and more familiar to children. Others teach letter-sound relationships before letter names. Likewise, the treatment of uppercase and lowercase letters has varied. In some programs both uppercase and lowercase letters are introduced concurrently; in others the introduction of capital letters dissimilar to their lowercase letters is delayed.

The kindergarten experience should also expose students to a range of print forms and functions. Students learn to use conventions of print not only to negotiate print but also to aid comprehension (e.g., Reading Comprehension Standard 2.1). A recommended sequence is to present (1) the particular concept of print (e.g., books are read front to back, print moves from left to right), as would be done with any other basic concept; and (2) a learning activity in which books are used.

Phonemic Awareness

The most essential element of language arts instruction in kindergarten is the development of phonemic awareness; that is, teaching students the sound structure of language. Seven content standards (Reading Standards 1.7–1.13) progressively address phonemic awareness and its multiple dimensions. Phonemic awareness is:

1. The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp 1988). Early phonemic awareness is all auditory; it does not involve print.
2. Fundamental to later mapping speech to print. If a child cannot hear that *man* and *moon* begin with the same sound or cannot blend the sounds /rrrruuuuunnnn/ to *run*, that child typically has difficulty connecting sounds with their written symbols.
3. Essential to learning to read in an alphabetic writing system because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
4. A strong predictor of early reading success.

Instruction in phonemic awareness can span two years, kindergarten and first grade. But in this aspect of teaching as in others, the teacher must be guided by the students' developing competencies. Some students require little training in phonemic awareness; others might require quite a bit. Although early phonemic awareness is oral, the teacher must be careful not to delay in providing learning opportunities with print. Learning phonics and learning to decode and write words all help

students continue to develop phonemic awareness. In addition, students who have developed or are successfully developing phonemic awareness should not have to spend an unnecessary amount of time being instructed in such awareness. Adequate, ongoing assessment of student progress is essential. Oral activities in kindergarten should focus on such simple tasks as rhyming, matching words with beginning sounds, and blending sounds into words. Midyear screening of all students to determine their phonemic awareness and need for further instruction is also important.

In a review of phonemic awareness interventions to enhance the early reading achievement of students with and without disabilities, the following instructional strategies were found effective (Smith, Simmons, and Kame'enui 1998):

1. Modeling phonemic awareness tasks and responses orally and following with students' production of the task
2. Making students' cognitive manipulations of sounds overt by using concrete representations (e.g., markers, pictures, and Elkonin boxes) or auditory cues that signal the movement of one sound to the next (e.g., claps)
3. Teaching skills explicitly and systematically
4. Adding letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness
5. Progressing from the easier phonemic awareness activities to the more difficult—from rhyming and sound matching to blending, segmentation, and manipulation
6. Focusing on segmentation or the combination of blending and segmenting
7. Starting with larger linguistic units (words and syllables) and proceeding to smaller linguistic units (phonemes)
8. Focusing beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., *at*, *mud*, *run*)
9. Focusing first on the initial sound (*sa*), then on the final sound (*at*), and lastly on the medial sound (*sa*) in words
10. Introducing several continuous sounds first (e.g., /m/, /r/, /s/) before introducing stop sounds (e.g., /t/, /b/, /k/) because stop sounds are more difficult to isolate
11. Providing brief instructional sessions (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.)

Decoding and Word Recognition

In kindergarten students begin to work with words in three important ways: decoding, spelling, and writing. Decoding is of primary importance. The students learn the prerequisites (phonemic awareness, letter-sound correspondences) and requisites (blending individual letter-sound correspondences to read whole words) of decoding. The ability to associate consonant and vowel sounds with appropriate letters is fundamental to reliable decoding and will be the focus of the curricular and instructional profile presented later in this section.

The selection, sequencing, review, and practice of letter-sound correspondences require careful analysis to optimize

successful early reading. Selected guidelines include:

- Scheduling high-utility letter sounds early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/)
- Including a few short vowels early in the sequence so that students can use letter-sound knowledge to form and read words
- Sequencing instruction, separating the introduction of letter sounds that are easily confused (e.g., /p/, /b/, /v/; /e/, /i/)
- Using student knowledge of letter-sounds to help them read and spell words (The difficulty of the words students spell should parallel the difficulty of the word patterns they read. Further specifications for the procedures for teaching word reading are found in the first-grade presentation.)

Vocabulary and Concept Development

Curriculum and instruction in kindergarten must also develop understanding of concepts and vocabulary as building blocks of language: categories of color, shape, and words used in kindergarten instruction (e.g., *group*, *pair*, *same*). Vocabulary is developed through direct instruction in specific concepts and vocabulary and exposure to a broad and diverse vocabulary while listening to stories. For students who enter kindergarten with limited knowledge of vocabulary, special instruction in concept and language development should be provided to help close the widening vocabulary gap between them and their peers.

Teachers should identify vocabulary words critical to listening comprehension and teach those words directly. Factors that influence the learning of vocabulary are (1) providing multiple exposures to

words; (2) selecting and teaching words that are important to understanding a story or are high-utility words; (3) having students process words deeply and in multiple contexts; and (4) providing definitional and contextual support.

Reading Reading Comprehension

Most students are not able to read sophisticated stories in kindergarten on their own but learn to identify and use strategies to comprehend the stories that are read to them daily. In the kindergarten curriculum important strategies for teaching comprehension as students listen to stories are (1) using pictures and context to make predictions; (2) retelling familiar stories; and (3) answering and asking questions about essential elements.

Factors to be considered when introducing comprehension strategies are:

1. Easing into instruction, beginning with stories containing obvious information and considering the complexity of the text
2. Controlling the difficulty of the task initially by introducing the strategy first in sentences and paragraphs and then in stories
3. Modeling multiple examples and providing extensive guided practice in listening-comprehension strategies
4. Inserting questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story.)
5. Using both narrative and expository text

Reading Literary Response and Analysis

One of the most powerful structures students learn in kindergarten is the schema or map of stories. The elements of *story grammar* (see glossary) can be applied to most stories and provide students with an important anchor when listening to stories, recalling them, and eventually writing their own. Story grammar can be used as a framework for beginning to teach higher-level comprehension skills. Students who have learned story grammar can begin to summarize by using the elements to retell the story. In kindergarten three elements are introduced: setting, characters, and important events. The remaining elements are gradually introduced in successive grades. Suggested strategies for teaching story elements are to:

- Introduce stories where elements are explicit (e.g., setting is described specifically).
- Focus on only a few important elements and introduce additional elements when the students can reliably identify those previously taught.
- Model and guide the students through stories, thinking out loud as the elements are being identified.
- Have students discuss the elements orally and compare with other stories.
- Use elements of story grammar as a structure for recalling and retelling the story. Model retelling, using the setting, characters, and important events as recall anchors. Provide picture cues to help students learn the essential elements.
- Provide plentiful opportunities to listen to and explore a variety of text forms and to engage in interactive discussion of the messages and

meanings of the text. As students retell stories or answer questions about stories, they are provided with models of oral English-language conventions together with opportunities to produce complete, coherent sentences.

Writing Writing Strategies

Kindergarten students learn not only to recognize, identify, and comprehend but also to write letters, words, and beginning narratives. The connections in content between reading and writing are important in reinforcing essential skills. As students study the sound structure of language and learn how to read phonetically regular words and to write letters, they begin to use that knowledge to document their ideas in words. The National Research Council (1998, 187) states that “at the earliest stages, writing may consist of scribbling or strings of letter-like forms. If opportunities to write are ample and well complemented by other literacy activities and alphabetic instruction, kindergartners should be using real letters to spell out words phonetically before the school year is out. The practice of encouraging children to write and spell words as they sound (sometimes called temporary spelling) has been shown to hasten refinement of children’s phonemic awareness and to accelerate their acquisition of conventional spelling when it is taught in first grade and up.”

Listening and Speaking Listening and Speaking Strategies; Speaking Applications

Kindergarten instruction focuses on the development of receptive and expressive

language. Initially, preschool students learn to process and retain sentence-level instructions. Eventually, they begin to use their knowledge of sentence structure to produce their own clear, coherent sentences. To do so, the students must have models of such sentences and opportunities to produce them. For some, instruction begins first with statement repetition and progresses to statement production. Instruction in this focus area must be carefully organized to include:

1. Explicit modeling of standard English
2. Carefully constructed linguistic units that progress from short sentences to longer sentences
3. Frequent opportunities to repeat sentences
4. Additional, gentle modeling emphasizing specific elements of sentences omitted or pronounced incorrectly
5. Strategically designed instruction that shifts from statement repetition to statement production
6. Structured statement production whereby students first generate responses to questions from pictures or prompts and then generate questions or responses without prompts

Kindergarten students expand their speaking skills by reciting poems, rhymes, and songs. They make brief oral presentations about familiar experiences or interests and learn to describe people, places, things, location, size, color, shape, and action.

Content and Instructional Connections

The following activities integrate standards across domains, strands, and academic disciplines. Teachers may wish to:

1. Read aloud and discuss quality literature to extend students' oral vocabulary, concepts about print, and understanding of characters, settings, and important events.
2. Begin letter-sound instruction when students demonstrate some phonemic awareness. Then incorporate instruction in letter sounds and simple decoding to help phonemic awareness develop further.
3. Use only previously taught letters and letter-sound associations to spell words.
4. Use words students can read in writing activities.
5. Incorporate words from vocabulary instruction throughout the day and across subject disciplines.
6. Provide multiple opportunities for students to hear and practice new vocabulary.
7. Provide opportunities for students to retell stories and model retelling familiar stories, emphasizing English-language conventions.
8. Read aloud and discuss expository text consistent with the kindergarten science, mathematics, and history–social science standards.

Please see Appendix B for examples of standards that span domains and strands.

Kindergarten

Curricular and Instructional Profile



Reading Standard 1.14

DOMAIN	STRAND	SUBSTRAND	STANDARD
Reading	1.0 Word analysis, fluency, and systematic vocabulary development	Decoding and word recognition	1.14 Match all consonant and short-vowel sounds to appropriate letters.

Prerequisite or corequisite standards: **Kindergarten Word Analysis, Fluency, and Systematic Vocabulary Development Standards 1.6, 1.7, 1.8, 1.9.**

Standard 1.6: Recognize and name all uppercase and lowercase letters.

Standard 1.7: Track and represent the number, sameness or difference, and order of two and three isolated phonemes.

Standard 1.8: Track and represent changes in simple syllables and words with two and three sounds.

Standard 1.9: Blend vowel-consonant sounds orally to make words or syllables.

Curricular and Instructional Decisions

Instructional Objectives

1. Determine whether letters and letter sounds will be introduced simultaneously or separately. This consideration is extremely critical for students who have difficulty acquiring and retaining information.
2. Define the task for learners. *Match* implies that students produce the sound in response to a letter.
3. Determine when each letter-sound correspondence will be learned. To enable students to accomplish Reading Standard 1.15 (Read simple one-syllable and high-frequency words; i.e., sight words), the teacher must introduce more than just one letter-sound per week.

Instructional Design

1. Schedule the introduction of letter sounds to optimize learning.
2. Separate easily confused letters and sounds.
3. Introduce early in the sequence those letter sounds that occur in a large number of words.
4. Introduce early those letter sounds that relate to letter names (e.g., /s/, /r/, /m/) to facilitate learning.
5. Include a few short vowels early to allow students to build words easily.
6. Use several continuous sounds early that can be stretched (e.g., /m/, /n/, /s/) rather than stop or abrupt sounds (e.g., /t/, /b/, /d/) because continuous sounds facilitate blending.
7. Review letter sounds cumulatively to promote retention.
8. Determine whether students can handle uppercase and lowercase letters simultaneously. If so, introduce those letters in which uppercase and lowercase are similar (e.g., *S s, P p, C c*) before ones that are different (e.g., *D d*). For dissimilar letters withhold introducing the uppercase letter until later in the sequence.
9. Teach students to use letter sounds in simple word reading as soon as they have a group of letter sounds (four to six) from which to build words.
10. Include a phonemic awareness objective and parallel instruction focused on the phoneme level (e.g., Reading Standards 1.7, 1.8, 1.9).
11. Introduce simple word reading (e.g., vowel-consonant, as in *an*, or consonant-vowel-consonant, as in *sat*) once students have mastered a small number of letter-sound correspondences contained in those words.

Instructional Delivery

1. Model the process of producing the sound and matching it with the letter. *Ensure that sounds are correctly pronounced* and not turned into nonexistent syllables (not *muh* but *mmm*).
2. Use and allow students to use a variety of media (chalkboard, magnetic letters, magic slates, and sounds written on chart paper) to reinforce letter-sound practice.
3. Divide instruction into (a) new letter-sound instruction; and (b) discrimination practice in which previously introduced letter-sounds are reviewed and distinguished from the newly introduced sound. If students do not know the sound, model the sound, provide an opportunity for them to identify or match the sound, and return to the letter sound later in the lesson to reinforce and review.

Instructional Delivery (Continued)

4. Teach letter sounds explicitly, using a *teacher model, guided practice, and independent practice sequence*.
5. Provide frequent, short periods of instruction and practice during the day.
6. Relate letter-sound instruction to the standard of hearing sounds in words (phonemic awareness). Discuss the connection of hearing sounds (aural) and mapping those sounds to print (alphabetic).

Assessment

Entry-Level Assessment

1. *Entry-Level Assessment for Instructional Planning*

- a. Before instruction assess student knowledge by showing an array of all the letters ordered randomly on a page. An alternative is to order the letter sounds in the sequence to be introduced in the instruction.

The font should be large enough that the letters can be easily distinguished. Model the task on a couple of letter sounds. Show a row or column of letters and ask the child to tell you the sound of the letter. If the child tells you the name, say, “That’s the name of the letter. Can you tell me the sound it makes?” Continue until the student has completed the task or you have sufficient information about the student’s knowledge of letter sounds. If the student misses five consecutive sounds, stop testing.

- b. This stage of assessment is important because it provides direct information for instruction. Examine the letter-sound profiles of students in the class to determine whether consistent errors on specific letter-sound correspondences are evident.
- c. Determine whether you are assessing for accuracy or for fluency. Accuracy measures simply document whether letter sounds are identified correctly or incorrectly.

An alternative measurement procedure is to assess for fluency of letter-sound knowledge. Provide the student a page of letter-sound correspondences arranged in rows in random order on the page. Ask the student to say the sound for each letter on the page. Allow one minute for the exercise. Record the letter-sound correspondences correctly identified and those in error. Subtract the errors from the total. The resulting score will be the number of letter sounds per minute. This method allows you to monitor student growth over time by periodically administering one-minute assessments of letter-sound fluency.

Assessment (Continued)

Monitoring Student Progress

Post-test Assessment

Universal Access

Reading Difficulties or Disabilities

- d. Knowledge of letter-sound correspondence is an important indicator for establishing flexible skill-based instructional groups. Review the class profile to determine which students have considerable knowledge, moderate knowledge, or limited knowledge. Design flexible groupings to accommodate instruction to the learners' entry performance level.
2. *Monitoring Student Progress Toward the Instructional Objective.* This assessment phase is designed to determine students' progress and mastery of letter-sound knowledge. The options available are:
 - a. Maintaining a set of letter sounds that have been taught and assessing student performance at least biweekly to evaluate progress on those sounds. Document letter sounds students can and cannot identify.
 - b. Monitoring progress toward the long-term goal of knowledge of all letter-sound correspondences. Use a format similar to the entry-level assessment and monitor progress at least once every two weeks. Document performance (numbers of correct letter sounds and those in need of further instruction). Again, if a student makes five consecutive errors, discontinue the assessment.
 3. *Post-test Assessment Toward the Standard.* On completion of letter-sound instruction, assess student performance according to the procedures used to assess entry-level performance. The focus at this point should be on letter-sound fluency, and the goal of instruction is that students identify letter sounds accurately and automatically, enabling the students to apply letter sounds to read simple *vowel-consonant* (VC) or *consonant-vowel-consonant* (CVC) words. A target for achievement is for students to read letter-sound correspondences at a rate of one per second. Post-test assessment should include a fluency rate if it was not part of entry-level assessment.

Note: Instruction in word reading can begin once students have learned a small number of consonants and vowels that enable them to read words.

1. *Students with Reading Difficulties or Disabilities*

- a. Determine whether the rate of introduction is acceptable for students with special needs. If the pace is too rapid, provide additional instruction, such as an extra preteaching period (before the lesson). If students are grouped heterogeneously, the entire group is given extra scaffolded instruction. Homogeneous groups will allow

Universal Access (Continued)

Advanced Learners

English Learners

the teacher to preteach only those students who need the extra help.

- b. For students having difficulty in retaining letter-sound knowledge, schedule a booster session sometime during the day. Review troublesome letter sounds or newly introduced information for one to two minutes.
2. *Students Who Are Advanced Learners.* Assess students for both accuracy and fluency. Keep in mind that when many advanced learners enter kindergarten, they may be reading at three to four or more grade levels above their age peers and may not need instruction in this skill area. Suggested procedures to follow are to:
 - a. Provide explicit instruction if many letter sounds are unfamiliar to students. Keep in mind that some students may acquire letter-sound knowledge very quickly. Accelerate movement through instructional materials if appropriate.
 - b. Design an instructional schedule to address any unknown skills if students have mastered the majority of letter-sound correspondences.
 - c. Assess higher-level reading skills if students are proficient in all letter sounds (i.e., can produce the sounds accurately and fluently). On the basis of a thorough assessment, they should be placed at an appropriate instructional level that provides academic challenge. For advanced students who have already mastered the language arts standards for kindergarten, grouping those students with first graders for language arts instruction is a simple and inexpensive way to provide the appropriate level of instruction. Their rate of learning should be subject to ongoing monitoring to ensure that they are learning at a rate commensurate with their ability.
 3. *Students Who Are English Learners.* The following suggestions assume that students will begin language arts instruction in English and that literacy instruction will be augmented by concurrent formal linguistic instruction in English (English-language development). If language arts instruction is provided in part in a primary language, instruction in the primary language should be designed according to the same standards and principles indicated for language arts instruction in this framework. Suggested procedures to follow are to:
 - a. Ensure that students have had sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced.

Universal Access (Continued)

Teachers should be aware of phonological differences between English and the students' primary language and provide additional exposure to and practice with the difficult sounds.

- b. Provide students with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- c. Schedule additional brief practice sessions for English learners who have difficulty in learning letter-sound correspondences. They should benefit from additional review and practice of particularly difficult letter sounds.
- d. Ensure that (1) students receive instruction or have had experiences (or both) with the words to be used in simple word reading; and (2) they understand the meaning of the words.
- e. Encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

Instructional Materials

1. Sequence the introduction of letter-sound correspondences, strategically separating easily confused sounds (e.g., /p/, /b/, /v/ and vowel sounds, especially /e/ and /i/) and introducing high-utility sounds first.
2. Scan the introduction of letter sounds for potential problems. The goal of letter-sound instruction is to provide the tools needed for word reading. Instructional texts should first introduce letter sounds in isolation. Then sounds that have been taught should be incorporated into words.
3. Include entry-level and progress-monitoring measures as well as assessments that allow teachers to identify advanced learners.
4. Ensure that similar skills (e.g., phonemic awareness and word reading) are correlated and that connections are made in instructional materials and instruction.
5. Proceed to simple instruction in word reading once students develop a set of letter sounds that allow them to read vowel-consonant or consonant-vowel-consonant words (not necessarily all sounds).

Chapter 3
Content Standards
and Instructional
Practices—
Kindergarten
Through Grade
Three

Kindergarten
Curricular and
Instructional
Profile

Kindergarten

English–Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.

- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Write by moving from left to right and from top to bottom.

Penmanship

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

- 1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking

1.0. Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1 Understand and follow one- and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.2 Recite short poems, rhymes, and songs.
- 2.3 Relate an experience or creative story in a logical sequence.