

Language Arts Curriculum Outline For Kindergarten

Parent Copy

The ultimate goal for language arts learners is personal, social, occupational, and civic literacy. A successful language arts learner is able to use the reading process to construct meaning from text, use written language as a tool, speak and listen effectively, and use research to enhance understanding of the world.

Reading-Meaning and Communication

- 1:1 The student will listen/read for enjoyment and for gathering information.
- 1:2 Given the appropriate text, the student will demonstrate left to right, top to bottom and front to back progression by following teacher given directions.
- 1:3 The student will employ strategies to construct meaning using retelling predicting and sequencing.
- 1:4 The student will employ multiple strategies to construct meaning and increase fluency using phonemic awareness, letter-sound association, picture clues, concepts of print, and word recognition.
- 1:5 The student will discuss past experiences and make connections to the presented material.

Reading-Word Recognition and Spelling

- 1A:1 The student will use letter-sound cues to recognize a few one-syllable words when presented completely out of context.
- 1A:2 The student will recognize a small number (about 18) of frequently encountered and personally meaningful words in print automatically.
- 1A:3 The student will spell a small number (about 18) of frequently encountered and personally meaningful words correctly.

Writing – Meaning and Communication

- 2:1 The student will begin to develop writing fluency through group Interactive Writing, individual journals, and story starters
- 2:2 After listening to a story, the student will begin to understand that authors convey meaning using word selection.
- 2:3 Given a topic, the student will begin to plan their writing by drawing pictures.
- 2:4 During Interactive Writing, the student will begin to identify proper use of beginning capitalization and ending punctuation in a sentence.

Listen, speak, view, read, and write – Meaning and Communication

- 3:1 In a group setting, the student will help to generate a KWL chart on a topic.
- 3:2 The student will identify the parts of a letter specifically noting the sender and receiver.
- 3:3 The student will share a picture/story created in a “journal”.
- 3:4 The student will use appropriate listening behavior and respond to questionsw in complete sentences.
- 3:5 The student will employ predicting, picture clues, and sequencing strategies to construct meaning while listening to, reading, viewing, or creating text.
- 3:6 The student will know the meanings of words encountered frequently in kindergarten and given an unfamiliar word, the student will find the appropriate resource for the answer (picture, teacher, peer).
- 3:7 The student will recognize that pictures and change of text font help to convey the author’s meaning.
- 3:8 The student will respond to a teacher’s “read aloud” with Shared Writing.

Listening and Viewing

- 3A:4 The student will ask appropriate questions during a presentation or report.
- 4A:1 The student will understand and follow one- and two-step directions.

Language

- 4:1 The student will verbally exhibit standard social courtesies using complete sentences.
- 4:2 The student will express wants and needs using socially appropriate language.
- 4:3 The student will talk about and brainstorm words used in English that come from other cultures.
- 4:4 The student will listen to and discuss different ways to express the same idea.
- 4:5 The student will discuss how language changes using various formats.

Literature (Literature is integrated into all the benchmarks)

Voice

- 6:1 The student will become aware of the various elements of oral communication including facial expression and eye contact.
- 6:2 The student will use role-playing to experiment with various voices.
- 6:3 The student will discuss and brainstorm how different authors and illustrators make us feel.
- 6:4 The student will explain an event or item giving related details and speaking in a clear voice.

Skills and Process

- 7:1 The student will use predicting and picture clues to construct meaning from unfamiliar text.
- 7:2 The student will self-monitor comprehension using a variety of strategies when reading familiar grade level appropriate text.
- 7:3 The student will share a journal entry with the class and/or teacher.
- 7:4 The student will participate in Shared Writing/Interactive Writing experiences.

Genre and Craft of Language

- 8:1 The student will identify capitalization, ending punctuation, and use approximations in conventional spelling in shared reading and interactive writing.
- 8:2 The student will listen to different narrative genre and identify story elements.
- 8:3 The student will listen to different informational genre and discuss ideas presented.
- 8:4 The student will listen to and discuss a selection of picture books noting the style of the author or illustrator.
- 8:5 The student will be able to identify and apply the use of title/headings, table of contents, glossaries and illustrations to convey meaning.

Depth of Understanding

- 9:1 The student will discuss the author's intent for writing the text.
- 9:2 The student will identify the main idea in a given text and compare it to themes in other texts.
- 9:3 The student will discuss and predict how problems will be resolved in text.

Ideas in Action

- 10:1 The student will use prior knowledge and personal history to relate ideas in texts to own life.
- 10:2 The student will choose to read books or write during free choice activities.
- 10:3 The student will discuss school/community issues and brainstorm possible solutions.

Inquiry and Research

- 11:1 The student will brainstorm ideas about a particular subject.
- 11:2 The student will brainstorm a list of people and places to be used as resources.
- 11:3 The student will interpret a class created graphic organizer, such as, a bar graph.
- 11:4 The student will illustrate a solution for a given problem.

Critical Standards

- 12:1 The student will describe a personal illustration and tell why it is important.
- 12:2 The student will discuss what they like about teacher selected text.
- 12:3 The student will identify what she/he likes or dislikes about a poem or rhyming book and supply additional rhyming words to fit the pattern.
- 12:5 The student will discuss the author's/illustrator's purpose.

Handwriting

13A:1 The student will form upper and lower case letters.

13A:2 The student will leave space between words and word-like clusters of letters.

13A:3 The student will write from left to right and top to bottom.