

Reading: Students read a wide variety of text with understanding and fluency.

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1. A Apply word analysis, vocabulary skills and understanding of print concepts to read and comprehend selections.

- I. Apply understanding of concepts about print, including:
 - 1. Book orientation
 - 2. Word by word matching
 - 3. Letter, word concepts
 - 4. Tracking (left to right, top to bottom)
 - 5. Picture/text relationships
 - 6. End punctuation
 - 7. Capital/Lower case correspondence
- II. Demonstrate phonemic awareness
 - 1. Demonstrate phonological awareness of sounds (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) in words.
 - 2. Demonstrate phonemic awareness by blending or segmenting phonemes in one-syllable words.
- III. Use phonics
 - 1. Recognize letters and letter sound relationships.
 - 2. Use phonics to decode simple words in age-appropriate materials.
- V. Apply sight word recognition and vocabulary skills
 - 1. Recognize first 25 high frequency Fry sight words.
 - 2. Recognize environmental print.

1. B, C Apply reading strategies and comprehension skills to construct meaning and improve fluency.

2. A Understand how literary elements and techniques are used to convey meaning.

2. B Read and interpret a variety of literary works.

Reading strategies:

- I. Predict/Infer
 - 1. Make predictions before reading and relate to personal experiences.
 - 2. Use information in illustrations or text to make predictions.
 - 3. Use text provided in functional classroom messages to obtain information.
- II. Make connections/Use schema
 - 1. Discuss prior knowledge of topics and relate to the text before reading (text to self).
 - 2. Make simple connections from the story to events or people in their own lives (text to self).
 - 3. Discuss and compare several books on the same topic or by same author (text to text).
 - 4. Identify and compare characters, settings, and/or events in stories and/or pictures.
 - 5. Create mental images (visualize).
- III. Ask Questions
 - 1. Recognize that questions can be used to gain information.
 - 2. Create illustrations to answer questions about a story.
- IV. Summarizing and Synthesizing
 - 1. Re-enact and retell stories, songs, poems, plays and other literary works.
 - 2. Tell a story with a beginning, middle and an end.

Comprehension skills:

I. Choosing Just-Right books:

1. Select books appropriate to reading levels or interests.
2. Investigate self-selected/teacher-selected literature from a variety of cultures and genres.

II. Understanding text features

1. Distinguish between fiction and nonfiction.
2. Distinguish between “real” and “make believe” in text.

Writing: Students write to communicate for a variety of purposes.

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Write successfully in a variety of forms.

Penmanship

Correctly form and combine: manuscript letters, numbers.

Writing Format

- Labels
- Pre-sentence combinations
- Group writing (with teacher model)

**Implement the process of writing from the generation of ideas to publication.
(Oral communication for K)**

- Brainstorming
- Pre-writing: generate and organize ideas using a variety of planning strategies
- Drafting

Compose well-organized and coherent writing (oral communication) for specific purposes and audiences that demonstrate:

Focus

- Use pictures or words to introduce/develop topic orally or in writing
- Begin to include beginning, middle, end (N)
- Closing is present orally or in writing

Organization

- Begin to use time order transition orally or in own writing
- Demonstrate logical flow

Elaboration/Support

- Begin to use specific details (E/P)
- Begin to include thoughts and feelings (N)

Voice

- Expand simple sentences with descriptive words

Use conventions of the English language (in oral language composition), including:

Grammar

- Parts of speech: nouns, prepositions, pronouns, verbs, adjectives

Capitalization

- Proper noun
- Sentence

Punctuation

- End of sentence

Create compositions and multimedia works using available technology.

Use the media center/library.

Use appropriate resources: books, computer

Communication: Students listen and speak effectively in a variety of situations.

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Listen effectively in formal and informal situations.

- Ask and answer questions
- Follow and restate directions
- Listen for poetic language (rhyme)
- Use non-verbal communication

Speak effectively using language appropriate to the situation and audience.

- Ask and answer questions
- Describe ideas and feelings
- Participate in group discussions
- Share information
- Speak clearly and at an appropriate volume
- Understand formal and informal language

Research: Students use language to acquire, assess, and communicate information.

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Use information from various sources to answer questions, solve problems, and communicate ideas.

Process

- Formulate questions for inquiry and research
- Use collaborative inquiry
- Summarize and organize information

Resources

- Use charts, graphs, and diagrams/visual aides
- Use a Media Center/Library
- Use newspapers and magazines
- Gather information from visual images

Analyze and evaluate information acquired from various sources.

- Compare visual and written material on the same subject
- View/discuss culturally rich materials

Apply acquired information, concepts, and ideas to communicate in a variety of formats.

See Outcomes 2, 3

Written Communication

Oral Communication

Visual Presentation