

**Kindergarten
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

READING: Word Recognition, Fluency, and Vocabulary Development

Standard 1: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Concepts About Print</i>			
K.1.1 Identify the front cover, back cover, and title page of a book. *A.		Shared and modeled reading of big books prompt children to identify concepts about print.	Highlight tape Teacher-made name puzzles ABC books
K.1.2 Follow words from left to right and from top to bottom on the printed page. *A.		Model and use language appropriate for concepts about print.	
K.1.3 Understand that printed materials provide information.		Using highlight tape to identify and provide focus on a specific word or letter.	
K.1.4 Recognize that sentences in print are made up of separate words.		*A. Assess for report card. Scott Foresman Individual Reading Inventory (p. 8) or Placement Test (p. T7) may be used to assess 1.1, 1.2, and 1.5.	
K.1.5 Distinguish letters from words. *A.			

*A. Indicates formal assessment is needed for the report card. Other assessments can be done informally using instructional strategies or other resources (i.e. Scott Foresman materials).

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<i>Concepts About Print</i>			
K.1.6 Recognize and name all capital and lowercase letters of the alphabet. *A.		Flash cards Using and making ABC books Name puzzles Interactive writing Using highlight tape to identify and provide focus on a specific letter. *A. Assess for the report card. Upper case and lower case letters should be assessed separately, both in random order.	

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<i>Phonemic Awareness *</i>			

<p>*K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.</p>		<ol style="list-style-type: none"> 1. Learning to listen to sounds: ring a bell, clap, hit blocks together 2. Start with really different sounds and work with sounds that get progressively more alike. Work with <u>many</u> examples before using letters/sounds. 3. Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same. 	<p>Songs and rhymes Movement activities Poetry</p> <p>Speech and language pathologist</p> <p>Books dealing with phonemic awareness</p>
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*When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.

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Phonemic Awareness *			
*K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.	Listen to the word <i>bat</i> and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word <i>brother</i> .	Use magnetic letters to form words and manipulate letters/sounds.	Picture cards Rhyming picture cards Alphabet cards Sight word cards Books dealing with phonemic awareness Books with rhyming patterns
*K.1.9 Blend consonant-vowel-consonant (cvc) sounds aloud to make words.	Listen to the sounds /b/, /e/, /d/ and tell what word is made.		
*K.1.10 Say rhyming words in response to an oral prompt. *A.	Say a word that rhymes with <i>cat</i> .	Rhymes and songs *A. Assess for the report card. Scott Foresman Individual Reading Inventory (p. 9) may be used to assess.	Professional books (in all buildings) • <u>Interactive Writing</u> • <u>Word Matters</u> • <u>Making Words</u> series
*K.1.11 Listen to one-syllable words and tell the beginning or ending sounds. *A.	Tell what sound you hear at the beginning of the word <i>girl</i> .	Interactive writing *A. Assess beginning sounds for the report card. Ending sounds must be taught but need not be formally assessed.	

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<i>Phonemic Awareness</i> *			
*K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	Listen to this sentence: "A dog is red." How many words are in the sentence?		

* The sequence of Phonemic Awareness objectives would be more appropriate developmentally if it could be arranged this way:

- 1) K.1.13
- 2) K.1.11
- 3) K.1.9
- 4) K.1.10
- 5) K.1.7
- 6) K.1.8**
- 7) K.1.12.

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<i>Phonemic Awareness</i> *			
*K.1.13 Count the number of sounds in a syllable; count the number of syllables in words.		Clapping and tapping syllables in names and in other words.	
<i>Decoding and Word Recognition</i>			
K.1.14 Match all consonant sounds (m/-/d, r/-/d, p/-/n, t/-/p, s/-/n) to appropriate letters.	Say “ <i>mad.</i> ” Tell the beginning and ending sounds and letters.	Interactive Writing 1:1 match Word wall Floor puzzles Read Around the Room Name charts Letters in Our Names Name Puzzles Rhyming Words Word families	Computer games ABC books Picture dictionary
K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.			
K.1.16 Use self-correcting strategies when reading simple sentences.	The student notices errors and makes corrections.		
K.1.17 Read their own names. *A.			
K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	Word families: <u>cat</u> , <u>hat</u> , <u>bat</u> , <u>mat</u> , <u>rat</u> , <u>sat</u> .		
		*A. Assess for report card.	

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Decoding and Word Recognition</i>			
K.1.19 Learn and apply knowledge of alphabetical order when using a classroom or school library/media center. *A.		Visual clues on library shelf labels *A. Assess for report card. Student should be able to recite the ABCs. Knowledge of alphabetical order need not be formally assessed.	
<i>Vocabulary and Concept Development</i>			
K.1.20 Identify and sort common <u>words</u> in basic categories.	Tell whether the <u>words</u> blue, yellow, and red are colors, shapes, or foods. Tell the names of some favorite colors.	Sorting, classifying – integrate with math Field trips Bulletin Boards Class books	Picture – word cards Environmental print Signs
K.1.21 Identify common signs and symbols.	Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.		

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READING: Reading Comprehension

Standard 2: Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Structural Features of Informational and Technical Materials</i>			
K.2.1 Locate the title and the name of the author of a book. *A.		*A. Assess for report card. Scott Foresman Individual Reading Inventory (p. 8) or Placement Test (p. T7) may be used to assess.	

Comprehension and Analysis of Grade-Level-Appropriate Text

<p>K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.</p>	<p>Follow along with the text and pictures while a story, such as <u>Make Way for Ducklings</u> by Robert McCloskey, is being read aloud. At different points in the story, tell what might happen next and how the story might end.</p>	<p>Shared writing Interactive writing Picture dictation Class books Field trips Puppets Drama Compare/contrast different versions of stories</p>	<p>Flannel board materials Puppets Pocket chart Sentence strips Props for stories Non-fiction literature Versions of books Story sequence pictures</p>
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READING: Reading Comprehension

Standard 2: Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

Objective	Example	Instructional/Assessment Strategy	Resource
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Comprehension and Analysis of Grade-Level-Appropriate Text

K.2.3 Connect the information and events in texts to life experiences.	Tell about a trip to a farm after reading or listening to a book about a farm, such as <u>Going to Sleep on the Farm</u> by Wendy Lewison or <u>The Town Mouse and the Country Mouse: An Aesop Fable</u> by Janet Stevens.		Professional books (in every building) <u>Strategies That Work</u> <u>Guided Reading</u>
K.2.4 Retell familiar stories.	Retell the story of a folktale, such as the version of <u>The Three Little Pigs</u> by Steven Kellogg.		

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READING: Reading Comprehension

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Objective	Example	Instructional/Assessment Strategy	Resource
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Comprehension and Analysis of Grade-Level-Appropriate Text

K.2.5 Identify and summarize the main ideas and plot of a story.	Listen to a folktale, such as the version of <u>The Little Red Hen</u> by Paul Galdone or <u>The Three Billy Goats Gruff</u> by Tim Arnold. Then, discuss with the class the main events of the story and the characters in the story. After listening to an information story that is read aloud, such as <u>Bears, Bears, and More Bears</u> by Jackie Morris, tell about the main ideas that were learned.	Story maps and webs Interactive or shared writing Discussion Sequencing story events Dictation or written response to a book Illustration about story	
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READING: Literary Response and Analysis

Standard 3: Students listen and respond to stories based on well-known characters, themes (the main idea of a story), plots (what happens in a story), and settings (where a story takes place). The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students.

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Analysis of Grade-Level-Appropriate Narratives (Stories)</i>			
K.3.1 Distinguish fantasy from reality.	Listen to <u>The Day Jimmy's Boa Ate the Wash</u> , Trinka Hakes Noble's story about a class field trip to a farm, and <u>Farming</u> , Gail Gibbons' nonfiction book about farming. Tell how these two books are different.	Daily reading	Fiction and non-fiction books Beginner's dictionaries – words and pictures <u>Strategies That Work</u>
K.3.2 Identify types of everyday print materials.	Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.	Environmental print Labels for the room Functional Writing activities such as lists, letters, labels, schedules	

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READING: Literary Response and Analysis

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Analysis of Grade-Level-Appropriate Narratives (Stories)</i>			
K.3.3 Identify characters, settings, and important events in a story. *A.	Identify the main characters in a story, such as <u>Noisy Nora</u> by Rosemary Wells. Describe the setting in a familiar story, such as <u>Goodnight Moon</u> by Margaret Wise Brown. Retell the important events in a story, such as the folktale <u>Jack and the Beanstalk</u> .	Class discussions Drawing pictures about stories Dramatizing *A. Assess for report card. Scott Foresman Indiana Test Link, “Tim at the Park” (pp. 15-16) may be used to assess.	
K.3.4 Identify favorite books and stories.			

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WRITING: Writing Process

Standard 4: Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.			
Objective	Example	Instructional/Assessment Strategy	Resource
Organization and Focus			
K.4.1 Discuss ideas to include in a story.		Webbing Group stories Dictation *A. Assess for report card. This may be used as part of the writing samples taken for the Blackburn-Cramp Developmental Writing Scale.	
K.4.2 Tell a story that the teacher or some other person will write. *A.			
K.4.3 Write using pictures, letters, and words.		Copying activities Functional writing Journals Independent writing Writing Around the Room Modeled writing Interactive writing *A. Assess for report card using teacher observation.	Kinds of letters: magnetic, tactile, felt, tiles, Overhead projector letter tiles <u>Making Words</u> activities Dry erase boards Chalkboards
K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).	Write correctly simple words, such as <i>man</i> , <i>cat</i> , and <i>run</i> , and spell other words as they sound, such as <i>whale</i> as <i>wal</i> , <i>jumps</i> as <i>jmps</i> , and <i>bigger</i> as <i>bigr</i> , showing an understanding of what letters represent certain sounds.		

K.4.5 Write by moving from left to right and from top to bottom.
*A.

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WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Standard 5: In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).			
Objective	Example	Instructional/Assessment Strategy	Resource
K.5.1 Draw pictures and write words for a specific reason. *A.	Draw a picture or write to a friend or a family member to tell about something new at school.	Group stories Writing notes, lists, thank you notes, etc.	
K.5.2 Draw pictures and write for specific people or persons.	Write or dictate an invitation to a parent to attend a classroom event.	*A. Assess for report card using the writing samples collected to show writing level (Blackburn-Cramp Developmental Writing Scale).	

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WRITING: Writing English Language Conventions

Standard 6: Students begin to learn the written conventions of Standard English.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Handwriting</i>			
K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.		Modeled writing Playdough, clay: model letters Different kinds of paper	Letter cards – upper and lower case with directional arrows
<i>Spelling</i>			
K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.	Spell correctly common words, such as <i>cat</i> , or spell by how the word sounds, such as <i>kat</i> .	Letter tiles and cards Independent writing Shared writing Interactive writing	<u>Interactive Writing</u> Phonemic Awareness books

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LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Standard 7: Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests. Comprehension

Objective	Example	Instructional/Assessment Strategy	Resource
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Comprehension

K.7.1 Understand and follow one- and two-step spoken directions. *A.		Teaching active listening Simple art projects Center activities *A. Assess for report card.	
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Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences. *A.		Dictation Sticky News Speaking to a Prompt Sharing *A. Assess for report card by teacher observation.	
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Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.	Mystery bag/box – with clues	Sequencing cards Guessing games, riddles Sorting Field trips Sharing Cooking activities	Poetry, rhymes, songs, charts, sentences CD/tapes
K.7.4 Recite short poems, rhymes, and songs.			
K.7.5 Tell an experience or creative story in a logical sequence.			

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