

KINDERGARTEN ENGLISH/LANGUAGE ARTS STANDARDS

READING

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression.

In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluent reading encompasses three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate expression (Hudson, Mercer, & Lane, 2000). Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

READING LITERATURE - RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade KINDERGARTEN

a. With prompting and support, ask and answer questions about key details in a text.

RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade KINDERGARTEN

a. With prompting and support, retell familiar stories, including key details.

RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade KINDERGARTEN

- a. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade KINDERGARTEN

- a. Ask and answer questions about unknown words in a text.

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade KINDERGARTEN

- a. Recognize common types of texts (e.g., storybooks, poems).

RL.6 Assess how point of view or purpose shapes the content and style of a text.

Grade KINDERGARTEN

- a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade KINDERGARTEN

- a. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade KINDERGARTEN

(Not applicable to literature)

RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade KINDERGARTEN

a. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

RL.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade KINDERGARTEN

a. Actively engage in group reading activities with purpose and understanding.

READING INFORMATIONAL TEXTS - RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Among these texts are fiction and nonfiction, classic and contemporary works.

Key Ideas and Details

RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade KINDERGARTEN

a. With prompting and support, ask and answer questions about key details in a text.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade KINDERGARTEN

a. With prompting and support, retell familiar stories, including key details.

RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade KINDERGARTEN

a. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade KINDERGARTEN

a. With prompting and support, ask and answer questions about unknown words in a text.

RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade KINDERGARTEN

a. Identify the front cover, back cover, and title page of a book.

RI.6 Assess how point of view or purpose shapes the content and style of a text.

Grade KINDERGARTEN

a. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade KINDERGARTEN

a. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade KINDERGARTEN

a. With prompting and support, identify the reasons an author gives to support points in a text.

RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade KINDERGARTEN

a. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade KINDERGARTEN

a. Actively engage in group reading activities with purpose and understanding.

READING FOUNDATIONAL SKILLS - RF

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Print Concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

Grade KINDERGARTEN

- a. Follow words from left to right, top to bottom, and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Grade KINDERGARTEN

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single syllable spoken words.

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three - phoneme (consonant-vowel consonant, or CVC) words.* (This does not include CVC's ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Grade KINDERGARTEN

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.4 Read with sufficient accuracy and fluency to support comprehension. **Grade KINDERGARTEN**

- a. Read emergent-reader texts with purpose and understanding.

WRITING

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

WRITING - W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Text Type and Purposes

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade KINDERGARTEN

a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ..*).

W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade KINDERGARTEN

a. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade KINDERGARTEN

a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade KINDERGARTEN

Begins in Grade 3

Production and Distribution of Writing

W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade KINDERGARTEN

a. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade KINDERGARTEN

a. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade KINDERGARTEN

a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade KINDERGARTEN

a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade KINDERGARTEN

Begins in Grade 4

Range of Writing

W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade KINDERGARTEN

Begins in Grade 3

LISTENING AND SPEAKING

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing.

Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking. Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

LISTENING AND SPEAKING - LS

Students use speaking, listening, and information literacy to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Comprehension and Collaboration

LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade KINDERGARTEN

a. Participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed upon rules for discussions (e.g., listening to others and taking turns

speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.

LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade KINDERGARTEN

a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade KINDERGARTEN

a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade KINDERGARTEN

a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade KINDERGARTEN

a. Add drawings or other visual displays to descriptions as desired to provide additional detail.

LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade KINDERGARTEN

a. Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE FOUNDATION

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The Language strand includes the essential "rules" of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they

read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students' knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

LANGUAGE FOUNDATIONS - L

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard English

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade KINDERGARTEN

- a. Print many upper and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade KINDERGARTEN

- a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*.

- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade KINDERGARTEN

Begins in Grade 2

Vocabulary Acquisition and Use

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade KINDERGARTEN

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Kindergarten reading and content*.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

L.5 Demonstrate understanding of word relationships and nuances in word meanings.

Grade KINDERGARTEN

a. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



- Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade KINDERGARTEN

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.