

RIO VALLEY CHARTER SCHOOL

A PACIFIC CHARTER INSTITUTE SCHOOL

English Language Arts State Standards Grade Kindergarten

Kindergarten students work with prompting and support to interact with literature or informational text by asking and answering questions and identifying details and main events. Students know and can name all letters, and they print many letters. They can read common words and draw, tell or write about a book.

Reading - Literature / Fiction

With prompting and support, the student can ...

- ask and answer questions about key details in a text. retell stories, including important details.
- identify characters, setting, and major events in a story.
- recognize differences in types of texts (e.g., story vs. poem).
- name the author and illustrator of a story and tell the role of each.
- describe the relationship between the illustrations and the text in a story.
- compare/contrast the adventures and experiences of characters in different stories.
- use prior knowledge, illustrations and context to make predictions about the text.

Reading - Informational Text / Nonfiction

With prompting and support, the student can ...

- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- explain the connection between two events, people, or ideas in a text.
- identify the front cover, back cover, and title page of a book.
- identify the reasons the author gives to support his/her points.
- identify basic similarities and differences between two texts on the same topic.
- use prior knowledge, illustrations and context to make predictions about the text.

Reading – Foundational Skills:

The student can ...

- follow words from left to right, top to bottom, and page by page.
- understand that words are separated by spaces in print.
- recognize and name all uppercase and lowercase letters.
- recognize and produce rhyming words.
- pronounce, blend, and segment onsets/rimes of single-syllable spoken words.

- blend two to three sounds together to make a recognizable CVC (consonant-vowel-consonant) word.
- add or substitute individual sounds in simple one-syllable words to make new words.
- pronounce the primary sound(s) for each consonant.
- associate the long and short vowel sounds with common spellings.
- use phonics and word analysis skills to decode words.
- read common high-frequency words by sight (e.g., the, of, to, you, she, my, is).
- read emergent-reader texts with purpose and understanding.

Writing:

The student can ...

- draw, write, or dictate to compose opinion pieces which...
 - o tells the topic or book.
 - o states an opinion about the topic or book.
- draw, write, or dictate to compose informative/explanatory texts which...
 - o name the topic.
 - o supply information about the topic.
- draw, write, or dictate to compose narrative pieces which...
 - o tell events in the order they occurred.
 - o provide a reaction to what happened.
- participate in shared research and writing projects.

With guidance and support from adults, the student can ...

- respond to questions or suggestions and add details to strengthen writing.
- explore a variety of digital tools to produce and publish writing.
- recall experiences or gather information from provided sources to answer a question.

Speaking and Listening:

The student can ...

- participate in discussions about kindergarten topics and books with peers and adults.
- follow rules for discussion, such as listening to others and taking turns speaking.
- ask and answer questions about key details of information presented orally.
- ask and answer questions to seek help, get information, or clarify understanding.
- describe familiar people, places, things and events with detail.
- add drawings or other visual displays to descriptions to give additional information.
- speak audibly and express thoughts, feelings, and ideas clearly.

Language:

The student can ...

- print uppercase and lowercase letters.
- form regular plural nouns orally by adding -s or -es.
- understand and use question words (e.g., who, what, where, when, why, how).

- use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- orally produce and expand complete sentences.
- 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.
- spell simple words by sounding them out.
- identify new meanings for familiar words (e.g., a duck - noun, to duck - verb).
- use affixes (e.g., -ed, -s, -ful, -less, re-, un-) as a clue to the meaning of an unknown words.
- identify antonyms of verbs and adjectives.
- distinguish shades of meaning among verbs describing the same general action by acting out the meaning (e.g., walk, march, strut, prance).
- use words and phrases learned through conversation and reading.