# Understanding the Standards- Grade K

The kindergarten student will be immersed in a text and language rich environment to develop communication skills, phonological and phonemic awareness, print awareness, vocabulary, comprehension, and an appreciation for reading and writing. The exposure to literary and informational texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. The kindergarten student will expand their listening and speaking vocabularies by listening to texts read aloud, participating in conversations, and learning to collaborate effectively with others. The student will recognize and print letters of the alphabet, apply basic phonetic principles to read and write, identify story elements, and communicate ideas through pictures and writing. The student will be introduced to the research process by asking questions and collaborating in shared research activities. Kindergarten sets the foundation in literacy that students will build on in subsequent grades.

## Foundations for Reading

### K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.

1. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line.
2. Demonstrate knowledge of a sentence, word, and letter.
3. Demonstrate knowledge that spoken words are represented in print and separated by spaces.
4. Identify the author and illustrator of a text and define the role of each.
5. Identify the front cover, back cover, and title of a text.
6. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending, punctuation).

|  |
| --- |
| **K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.**  |
| * One of the earliest literary skills students must grasp is that print corresponds to speech, and that speech can be represented through a sentence and individual words.
* Students need to be taught how print is organized moving left to right, and top to bottom across a page using return sweep from line to line.
* Distinguishing features of a sentence such as capitalization and ending punctuation can support students in recognizing and determining what a sentence is in text.
* Print Concepts should be reinforced for students through read alouds and through modeled writing.  This can be accomplished through print referencing, a strategy that directs students’ attention to the forms and function of written language (Justice and Pullen, 2003). For example, when reading aloud, teachers can make comments about the author and illustrator, the book cover, where to start reading, and how text is read from left to right. The reciprocity of reading and writing is important to highlight for students.  *“What I use when I read, can help me when I write.”*
* Book handling skills are essential.  These skills do not emerge automatically for students.  This understanding comes through active interactions with adults and books.

   |

### K. FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

1. Demonstrate ability to segment spoken words in sentences and syllables in words.
2. Blend and segment one syllable words by onset and rime.
3. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).
4. Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).

|  |
| --- |
| **K. FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).**  |
| * The purpose of phonemic awareness instruction is to support decoding (reading) and encoding (spelling).  **Ultimately, blending phonemes into words and segmenting words into phonemes are the most critical skills.**
* Phonological awareness is the ability to demonstrate understanding of spoken words, syllables, and phonemes.
* Phonemic awareness is the ability to perceive the smallest unit of sound in a word.  Phonemic awareness is a subset of phonological awareness. Phonemes are the smallest unit of sound within a word.  For example, the word *bed* has three phonemes /b/ /e/ /d/.  The word *wish* also has three phonemes, /w/ /i/ /sh/.
* Phonemic awareness skills include, blending, segmenting, isolating, and manipulating.
* Blending is the ability to combine sounds to form a whole word. *What word is /c/ /a/ //t/? Cat.*
* Segmenting is the ability to separate a word into phonemes and say each sound.  *How many sounds are in net?  (three)  Can you say them sound by sound? /n/ /e/ /t/.*
* Isolating is the ability to recognize an individual sound in a word.  *What is the first (initial) sound in not? /n/  What is the middle (medial) sound in not? /o/.  What is the last (final) sound in not? /t/.*
* Manipulating is the ability to delete a sound, add a sound, or substitute a sound.  Deleting means to take a sound away. *What is mitt without the /m/? It.* Adding a sound is when given a word, students can make a new word by adding a sound. *What word do you have if you add /m/ to the beginning of it?  Mitt.* Substituting is when a student makes a new word by replacing one phoneme with another.  *The word is mitt.  Change the /m/ to a /s/.  What is the new word? Sit.*
* ***Manipulation tasks (deletion, addition, and substitution) should be done with letters to reinforce the links between phonemes (sounds) and graphemes (letters or letter patterns).***
* ***Phonological sensitive tasks such as rhyme, alliteration, syllables awareness, onset and rime should not be barriers to instruction in phonemic awareness.***
 |

### K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.

1. Identify capital and lowercase letters of the alphabet.
2. Identify common letter-sound correspondences.
3. Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”).
4. Demonstrate knowledge that every word has a vowel sound.
5. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).
6. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.
7. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
8. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.

|  |
| --- |
| **K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words**.  |
| * The alphabetic principle is the understanding that written letters represent spoken sounds and that these sounds go together to make words. (Honig et al, p. 170)
* **Phonics is the instruction in the relationship between letters and the sounds they represent. (Honig et al, p. 170).**
* Phonetic principles include decoding and encoding.
* Decoding is the ability to read a word from print to speech using grapheme/phoneme (letter- sound) correspondences.
* Encoding is the ability to spell a word from speech to print using phoneme/grapheme (sound - letter) correspondences.
* Word analysis in kindergarten is the ability to break a word into its smallest sound to letter correspondences.  For example, a kindergartener should be able to segment the word ***that***, into three sounds, and write the corresponding grapheme for each sound.
* Kindergarten students begin to develop an understanding of English spelling.  They begin to learn about various consonant and vowel graphemes to include:
* *Consonant Graphemes*
* *Single Letter- a single consonant letter that represents a consonant phoneme, e.g., b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z*
* *Digraphs- two letters that make one sound. e.g.* ***sh, ch, th, wh***
* *Vowel Graphemes*
* *Single Letter- a single vowel that represents a vowel phoneme, e.g. short vowels: c****a****p, d****i****sh, w****e****d, b****u****s, p****o****t and long vowels in open syllables: g****o****, h****i****, sh****e****.*
* Open and Closed Syllables
* Closed Syllables- a syllable that ends in a consonant(s) and the vowel sound is short. e.g. *met*, *it*, *that*
* Open Syllable- A syllable that ends in a single vowel and the vowel sound is long.  e.g. *me*, *go*, *she*
* In kindergarten, students will learn the foundational skill that a syllable can be a word or part of a word that is organized around a vowel sound.  Students need to be able to recognize that every syllable needs to have a vowel sound.
* The process that students use to learn phonetically regular words is the same process that students learn to read phonetically irregular words.  The careful analysis of each letter-sound correspondence is necessary for students to read grade-level, high frequency words accurately and automatically.
* Regular words are words that have a predictable phoneme-grapheme correspondence.
* Irregular words are those that are not readily decoded because they contain a phoneme-grapheme correspondence that is unique to that word or a few words.  Some words are permanently irregular such as *of*, *said*, *to*.  Some words are temporarily irregular in that the student has not learned that specific phoneme-grapheme correspondences in the scope and sequence yet.  For example, *go* when students have not learned open syllables.
* Other terminology to know:
	+ High Frequency words are those that appear more frequently in text. Examples include lists from HQIM, Fry or Dolch lists.
* Phonics instruction needs to be taught in a manner that is ***explicit***, ***systematic***, and ***cumulative***.
* ***Explicit*** instruction is “unambiguous” (Archer.) It requires direct teaching of concepts with continuous student-teacher interaction. (IDA, infographic). Teachers utilize corrective and reinforcement feedback throughout the lesson.  Explicit instruction follows the gradual release of responsibility model including I Do, We Do, You Do steps.
* ***Systematic*** instruction means that the concepts follow a logical order.  The sequence begins with the easier concepts and moves to more complex concepts. (IDA, infographic).  It is vital to utilize a phonics scope and sequence to ensure students receive vertical aligned instruction.
* ***Cumulative*** instruction means that each step is based on concepts previously learned. (IDA, infographic). Teachers need to spiral skills to ensure students reach mastery.
 |
|   |

## Developing Skilled Readers and Building Reading Stamina

**K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary**.

1. Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words **(Reading Fluency, K-12).**
2. **(Text Complexity, 2-12) -** Introduced in Grade Two.
3. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
5. **(Reading Strategies, 3-12)** - Introduced in Grade Three.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

|  |
| --- |
| **K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain worthwhile knowledge and vocabulary.**  |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for both sides of the SVR equation.
* This standard is intended to acknowledge the complex nature of comprehension.  Reading comprehension is not a single ability (Catts and Kamhi, 2017).  Therefore, in the primary grades, it is important to build students’ world and word knowledge as well as develop their ability to decode using letter-sound relationships. To do this, teachers in the primary grades can take on the heavy lifting of decoding and provide rich and robust texts via read alouds.  In this way, students in kindergarten will be exposed to concepts, vocabulary, and sentence structure that stretch their listening comprehension, providing them the foundation for future success. In addition, teachers must teach letter-sound relationships and utilize texts that support novice readers’ development to read texts accurately and with fluency.
* Reading comprehension is the combination of three factors: the reader, the text, and the activity. (RAND 2002)
	+ The ‘reader’ brings a set of skills such as prior knowledge and experiences.  They also bring their word reading ability and their language ability. Before reading, students can activate their prior knowledge.  If prior knowledge is lacking, teachers can build background knowledge to facilitate the ability to link knowledge to events represented in the text.
	+ The ‘text’ includes factors that can affect understanding such as the subject matter, text complexity, structure, and clarity of text coherence, how the ideas within the text fit together. When students know the structure of a text, they are able to utilize the predictable patterns to retain key details for later recall.
	+ The ‘activity’ refers to the purpose for reading. Why are we reading?  Is it to learn, to enjoy a story, or to strengthen an opinion? Before reading, teachers can provide a purpose or help students set a purpose for reading to help make sense of text and retain details for later recall.
* This standard serves to highlight the contributions of both the reader and the text in building meaning.
* Fluency is the ability to read a text reasonably accurately, at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation. (Hasbrouck & Glaser, 2019)
	+ - Reasonably accurate means that the student should be able to read 95%-98% of the words correctly. (Hasbrouck, 2024)
		- Appropriate rate means students’ reading should sound like speech, (Stahl and Kuhn, 2002)
		- Suitable expression means the student’s reading should sound like speech with pitch, tone, volume, phrasing, etc. (Stahl and Kuhn, 2002)
* There are two types of text reading students in Kindergarten should be exposed to. Each has a specific purpose and goal for reading development.
	+ - *Read Alouds* are texts that are above a student’s grade level and are used to stretch students’ listening comprehension.  They support growth in complex sentence structure and vocabulary.
		- *Decodables* are texts that are written to contain specific letter-sound correspondences allowing for multiple opportunities for students to practice and gain automaticity and fluency. When students are beginning to learn the grapheme-phoneme correspondences, it is important to utilize texts that afford a high percentage of opportunities for practice. Decodable texts also encourage children to use their knowledge of grapheme-phoneme correspondences to accurately decode words rather than guessing and relying on picture support.
* In kindergarten, students can be taught through modeling how to respond to text during and after reading. Students need to learn how to use the text to support their thoughts and ideas.
* Reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow students multiple opportunities to hear related words and build a knowledge network. This is essential for students’ long term comprehension success. Text sets should include a mixture of genres.
 |

## Reading and Vocabulary

**K.RV The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.**

###  K.RV.1 Vocabulary Development and Word Analysis

1. Discuss meanings of words from a variety of texts and experiences.
2. Ask questions about words not understood.
3. Use vocabulary from across content areas.
4. Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary).
5. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
6. Use newly learned words and phrases in discussions and speaking activities.

|  |
| --- |
| **K.RV The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.**   |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for the language comprehension side of the SVR equation.
* Teachers in the primary grades can take on the heavy lifting of decoding and provide rich and robust texts via read alouds.  In this way, students in kindergarten will be exposed to concepts, vocabulary, and sentence structure that stretch their listening comprehension, while also building their world and word knowledge.
* Readers cannot understand text without knowing what most of the words mean. (NRP, 2000).  Therefore, it is critical in kindergarten classrooms that word learning happens both incidentally and explicitly.
	+ Vocabulary can be acquired incidentally or through indirect exposure to words, by engaging in rich-oral language experiences or through robust read alouds.
	+ An important component of kindergarten is explicit vocabulary instruction.  This includes selecting words that are critical to the understanding of texts and experiences.  This instruction includes giving a student-friendly definition, providing examples and non-examples of the word in context, and allowing students to use the word in speaking and writing.
* Part of learning vocabulary is being aware of not knowing a word’s meaning.  Asking questions about an unknown word, helps to develop word consciousness in kindergarten students.
* As stated in Standard K.DSR, reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow students multiple opportunities to hear related words and build knowledge networks. This is essential for students’ long term comprehension success.
* Grade K content corresponds with the social students and science standards in kindergarten.  Teachers can leverage texts in these areas to reinforce vocabulary and build knowledge.
* When students use vocabulary in their speaking and writing, knowledge of the word is solidified.
* Breadth of vocabulary describes a students’ ability to recognize and understand a wide range of words.
 |

## Reading Literary Text

**K.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.**

**K.RL.1 Key Ideas and Plot Details**

1. With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read.
2. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
3. With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).
4. With prompting and support, generate predictions about story characters and events using the text.

|  |
| --- |
| **K.RL.1 Key Ideas and Plot Details**   |
| * Literary texts include stories, dramas, and poetry.
* Literary texts are structured in predictable ways. Knowledge of this structure can help kindergarten students to build comprehension. Recognizing text structure can guide readers in identifying key information and improve students’ recall of what they have read. (Klingner et al, 2007).
	+ Literary texts typically follows a pattern, often called story structure.
	+ This includes elements of:
		- Setting- where and when the story takes place.
		- Characters- who is in the story.
		- Plot- the event sequence which also includes conflicts and resolutions.
		- Theme – the central message.
* The understanding of literary text structure is the foundation for broader text comprehension skills. This knowledge is essential for students' ability to meet the standards in The Reading Literary Text Strand.
* In kindergarten, the standards in this strand are met through teacher read alouds of high-quality texts.
* Literary texts include a variety of genres.   It is critical that students hear high quality texts in multiple genres in order to set the foundation of comparing and contrasting texts.
* Retelling a story sequentially means students can recall the story events in the order that they happened.
* Because Literary Text structure is predictable, students can apply their knowledge of this structure to make predictions or informed guesses about what will happen in the text.
* Students in kindergarten can be active readers when they ask and answer questions.  When they ask themselves questions as they read, they will be more focused on reading to find the answer.  Students also need to be able to answer questions posed by a teacher. Answers to questions can be found in the text or they may come from applying the students’ background knowledge to the text. Teachers may ask different types of questions:
	+ Literal questions are those for which the answer appears directly in the text.
	+ Inferential questions are those where the answer is implied in the text but not explicitly stated.  The reader must apply his/her background knowledge to the evidence in the text to infer.
 |

### K.RL.3 Integration of Concepts

1. 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).
2. With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories.
3. With prompting and support, monitor listening comprehension.

|  |
| --- |
| **1.RL.3 Integration of Concepts**     |
| * Kindergarten students need to learn how to think within a text, making connections between the illustrations and the words.  Students need to learn how the words and the illustrations work together to tell the story.
* Kindergarten students are expected to make a variety of connections with the text, such as:
	+ connections between the texts, such as identifying a similar plot or character; and
	+ connections between what they already know about the topic and what they find in the reading that is new to them.
* They can begin to understand similarities and difference between stories and story elements.
* More information about this can be found in K.DSR.

   |

## Reading Informational Text

**K.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.**

### K.RI.1 Key Ideas and Confirming Details

1. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read.
2. With prompting and support, identify the main topic and key details of a text.

|  |
| --- |
| **K.RI.1 Key Ideas and Confirming Details**    |
| * Informational texts, or expository texts, tell facts about the world.  Students need to know that the purpose of reading informational texts is to expand their knowledge about a topic.
* The standards in this strand in kindergarten, are met through read alouds of high-quality informational texts by teachers.
* Informational texts include a wide variety of texts.  Some examples include biographies, directions, textbooks, recipes, magazine articles, news articles etc.
* Kindergarteners can be active readers/listeners when they ask and answer questions.  When they ask themselves questions as they read, they will be more focused on reading to find the answer.  Students also need to be able to answer questions posed by a teacher. Answers to questions can be found in the text or they may come from applying the students’ background knowledge to the text. Teachers may ask different types of questions:
	+ Literal questions are those for which the answer appears directly in the text.
	+ Inferential questions are those where the answer is implied in the text but not explicitly stated.  The reader must apply their background knowledge to the evidence in the text to infer.
* Kindergarten sets the foundation that informational texts can have a main idea, the most important information about the text, and supporting details of that idea.
 |

### K.RI.2 Craft and Style

1. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.

|  |
| --- |
| **K.RI.2 Craft and Style**   |
| * Informational texts often contain text features such as, table of contents, headings, bolded words, and pictures.  These text features provide additional information to the reader and are important for students to pay attention to.  Text features are unique to informational texts and students need to not only recognize them when reading, but also use them to gain additional information about the topic.
* Students in kindergarten not only need to identify text features but use them when engaging with text read or heard.

  |

### K.RI.3 Integration of Concepts

1. With prompting and support, identify basic similarities in and differences between two texts on the same topic.
2. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

|  |
| --- |
| **K.RI.3 Integration of Concepts**   |
| * When students read and hear texts that are focused on the same topic, they are able to build knowledge and vocabulary on the topic across texts.  More information about this is in K.DSR.
* When texts are read about the same topic it allows students to notice how they are similar and different.  Students can compare and contrast not only the information provided in the texts but also the texts themselves.  This sets the foundation for students reading like writers and using mentor texts for writing.
* Similarly, to how students need to be taught how to think between texts, students also need instruction on how to make connections between information presented within a single text.  Students need to understand how information presented in the text relates to each other and builds to support the main idea of the topic.
 |

## Foundations for Writing

**K.FFW The student will print legibly in manuscript.**

### K.FFW.1 Handwriting

1. Use functional pencil grasp for letter formation.
2. Accurately and automatically print capital and lowercase letters of the alphabet independently.
3. Write left to right and top to bottom.
4. Accurately print first and last names, beginning each with a capital letter.
5. Apply spaces between written words in phrase or sentence level writing.

|  |
| --- |
| **K.FFW.1 The student will print legibly in manuscript.**  |
| * In order for students to be effective writers they must master foundational writing skills such as handwriting. When foundational writing skills are fluent it allows students to focus on communicating their message with their readers.
* Handwriting is linked to basic reading and spelling achievement.
* To become proficient in the task of handwriting, Kindergarten students need explicit instruction in letter formation with plenty of guided practice (Wolf, 2005).
* Students need to learn letter formation that is efficient and effective.
* Print concepts such as directionality, spaces between words, and working top to bottom across a page can also be reinforced during foundational writing instruction.

   |

### K.FFW.2 Spelling

1. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh).
2. Encode (spell) unknown words using logical invented spelling.
3. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.

|  |
| --- |
| **K.FFW.2 Spelling**  |
| * Spelling is an essential component for students’ literary success and supports students’ development in both reading and writing.  When students are learning to read words with specific phonics features, they should also practice using the same phonics features for spelling words.  Due to the reciprocal relationship between decoding (reading) and encoding (spelling) teachers can leverage instruction in both to support foundational literacy skills.
* In kindergarten the expectation is students will spell single syllable words that contain short vowel sounds, e.g. *net, mat, not, it, sun.*  Kindergarten students are also expected to spell single syllable words that may contain a digraph, *this, shop, much*.
* While students are receiving explicit spelling instruction, they should also be encouraged to use what they know about letters, sounds, and words to try reasonable spellings of unknown words.  This is referred to as invented spelling.  When encouraging students to use what they know to spell unknown words, students focus on the phonetic sequence of words. This also encourages students to be risk takers when writing.
* Irregular words are those that are not readily spelled because they contain a phoneme-grapheme correspondence that is unique to that word or a few words.  Some words are permanently irregular such as *of, said, to*.  Some words are temporarily irregular in that the student has not learned that specific phoneme-grapheme correspondences in the scope and sequence yet.  Irregular words should still be taught based on phoneme-grapheme correspondences.

   |

## Writing

**K.W The student will write in a variety of forms, linked to kindergarten content and texts.**

### K.W.1 Modes and Purposes for Writing

1. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).
2. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.
3. Use a combination of drawing, dictating, and writing to write in response to texts heard.

|  |
| --- |
| **K.W.1 Modes and Purposes for Writing**  |
| * Students in kindergarten classrooms are learning that writing is a powerful way to communicate their ideas and convey their message to others.  Students in kindergarten learn that their purpose for writing will impact the form or type of writing they use.
* Students are developing in two areas: foundational writing skills, which includes handwriting and spelling, and composition, which includes creating a written response to communicate ideas. Students in kindergarten may use a combination of drawing, dictation, and writing to compose their message. They may create their message first through the use of drawings and dictation until they gain adequate transcription knowledge.  Once they have acquired sufficient phonics knowledge, they can represent their ideas in both drawings and writing.
* In Kindergarten students are expected to write for three specific purposes.
	+ Students are expected to write about an experience or sequence of events that includes details and characters.  This sets the foundation for narrative writing, writing that tells a story.
	+ Students are expected to write an informational or descriptive piece that is centered around a topic and gives information and details about the topic.
	+ Students are expected to write about texts read and/or heard.  This builds the foundation for extending reading comprehension through writing.
 |

### K.W.2 Organization and Composition

1. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes:
	1. Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc).
	2. Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic.

|  |
| --- |
| **K.W.2 Organization and Composition**  |
| * Prewriting is an important step when students are engaged in writing.  Through prewriting activities students create a “road map” that they can use to successfully write pieces of various lengths.
* An important component for students to consider during prewriting is the audience for the writing piece.  This sets the foundation that students are writing for the purpose of sharing their ideas with others.
* The expectation is that students will compose and write dictated simple sentences.  Simple sentences include a subject, who or what the sentence is about, and a predicate, what the subject is doing.
* *A cardinal is a bird.*
* *My cat is sleeping.*
 |

## Language Usage

**K.LU The student will use the conventions of Standard English  when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### K.LU.1 Grammar

1. Produce and expand complete sentences in shared language activities.
2. Use nouns to identify and name people, places, and things.
3. Use pronouns to identify individuals and groups *(he, she, they, his, hers, their(s).*
4. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
5. Use verbs to locate specific actions.

|  |
| --- |
| **K.LU.1 Grammar**  |
| * Students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication.
* In kindergarten, students are expected to speak and write using simple sentences. This ties into K.W.1.
	+ Simple sentences are sentences that consist of one independent clause. An independent clause contains a ‘who’ and a ‘do,’ or subject/predicate.
		- *A cardinal is a bird.*
		- *My cat likes to sleep.*
* Pronouns are words that take the place of another word or noun phrase (e.g. *he, she, they, his, hers).*
* Kindergarten students need to learn that they can use adjectives to describe nouns.
	+ *A cardinal is a red bird.*
 |
|   |

### K.LU.2 Mechanics

1. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.
2. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
3. Phonetically spell words containing unknown letter-sound correspondences.

|  |
| --- |
| **K.LU.2 Mechanics**  |
| * Students need to be able to identify statements and questions.
* Students should use a capital letter and ending punctuation when writing a sentence.
	+ Statements are the most common type of sentence.  They state an idea and end with a period.
		- *I will stay after school.*
	+ Questions ask something. They end with a question mark.
		- *How will you get home?*
* Kindergarten students need to apply the phonics features addressed in K.FFR and K.FFW in their writing.
 |

## Communication and Multimodal Literacies

**K.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### K.C.1 Communication, Listening, and Collaboration

1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
2. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
3. Respectfully building on others’ ideas and expressing their own clearly.
4. Asking questions to seek help, get information, or clarify information for further understanding.
5. Expressing ideas and needs in complete sentences.

|  |
| --- |
| **K.C.1 Communication, Listening, and Collaboration**  |
| * Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In kindergarten, students learn to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content.  This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics.
* When discussions follow clear guidelines that are agreed upon by the group, all students can contribute more comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation.  Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect.
* Developing listening habits is essential for students to be effective collaborators. In kindergarten students learn to take turns, engage in purposeful conversations, and build off the responses from others.

  |

### K.C.2 Speaking and Presentation of Ideas

1. Describe personal experiences using complete sentences.
2. Speak audibly with appropriate pacing, prosody, and voice level.
3. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
4. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story.

|  |
| --- |
| **K.C.2 Speaking and Presentation of Ideas**  |
| * The purpose of this standard is to support students’ growth with academic language and expressing their ideas clearly.
* Students need to use a voice level that is appropriate for the setting, speak at a conversational pace, and apply appropriate expression.
* In order to select vocabulary, language and style that is appropriate, students should consider the audience, topic and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement.
* One way these standards are met is through dialogic read alouds, an interactive method that fosters student engagement, where the teacher and students interact with the text and each other.  Dialogic read alouds have a positive effect on oral language development (Zevenbergen and Whitehurst, 2003).
* Choral speaking involves students responding in unison.  This increases student engagement and participation
 |

## Research

**K.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.**

###  K.R.1 Evaluation and Synthesis of Information

1. With prompting and support, generate a topic of interest and question to explore a given topic.
2. With prompting and support, find information on the topic from pictures, texts, people or provided sources.
3. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.
4. With prompting and support, in small or large group settings, informally share recorded information collected from research.

|  |
| --- |
| **1.R.1 Evaluation and Synthesis of Information**  |
| * Research in Kindergarten should be guided by the teacher and based on topics that support grade level content. These standards are met with prompting and support from adults in kindergarten.
* All students should understand that research can be used to answer questions or solve problems.
* All students should understand that many different sources, including people, can help provide information.
 |