

KINDERGARTEN LANGUAGE ARTS

Wicomico Day School



LISTENING AND SPEAKING



CLASSROOM DISCUSSION

- Participate in age-appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please”, etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation, staying on topic, initiating comments, or responding to a partner’s comments, with either an adult or another child of the same age.
- identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, and actions.
- Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap.”



PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem, or song independently.



COMPREHENSION AND DISCUSSION OF READ-ALOUDS

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
 - Grasp Specific Details and Key Ideas.
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
 - Retell key details.
 - Ask questions to clarify information in a read-aloud.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud.
 - Observing Craft and Structure
 - Understand and use words and phrases heard in read-alouds.
 - Compare similarities and differences within a single read-aloud or between two or more read-alouds.
 - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.



COMPREHENSION AND DISCUSSION OF READ-ALOUDS

- **Language Arts Integrating Information and Evaluating Evidence**
 - Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
 - Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
 - Make predictions prior to and during a read-aloud, based to the title, pictures, and/or text heard thus far and then compare the actual incomes to predictions.
 - Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
 - Identify who is telling a story or providing information in a text.



COMPREHENSION AND DISCUSSION OF READ-ALOUDS FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories



COMPREHENSION AND DISCUSSION OF READ-ALOUDS NONFICTION AND INFORMATIONAL TEXT

- Retell important facts and information from a nonfiction read-aloud.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.



READING



PRINT AWARENESS

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation



PHONOLOGICAL AND PHONEMIC AWARENESS

- Orally segment sentences into discrete words.
- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). v. In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.
- Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
- Identify the number of syllables in a spoken word.



PHONICS: DECODING AND ENCODING

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read and write any CVC word, e.g., sit or cat v. Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.
- Read and write words containing separated vowel graphemes, such as, late, bite, note, cute. vii. Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in Cats and /z/ as in dogs.
- Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g. read at, cat, bat, bad, bid. ix. Read at least 15 words generally identified as very high frequency words.
- Consonant Sounds and Spellings Taught in Kindergarten
- Vowel Sounds and Spellings Taught in Kindergarten



ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day



READING COMPREHENSION- ALL TEXTS

- Demonstrate understanding of simple decodable text after reading independently.
- Grasping Specific Details and Key Ideas
 - Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
 - Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observing Craft and Structure
 - Understand and use words and phrases from a text that has been read independently.
- Integrating Information and Evaluating Evidence
 - Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
 - Use pictures accompanying the written text to check and support understanding.
 - Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
 - Identify who is telling a story or providing information in a text.



WRITING



WRITING TO REFLECT AUDIENCE, PURPOSE, AND TASK

- Draw pictures to represent a text that has been heard or read independently.
- Draw pictures to represent a preference or opinion.
- Write narratives and offer an opinion through shared writing exercises.
- With assistance, add details to writing.
- Create a title or caption to accompany a picture and/or share



LANGUAGE CONVENTIONS



LANGUAGE CONVENTIONS

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.
- Handwriting and Spelling
 - Hold a pencil with a pincer grasp and make marks on paper.
 - Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case.
 - Write own name.
 - Write from left to right, leaving spaces between words, and top to bottom using return sweep.
 - Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.
 - Write words, phrases, and sentences from dictation, applying phonics knowledge



PARTS OF SPEECH AND SENTENCE STRUCTURE

- Use and understand question words, i.e., what, where, when, who, how.
- Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.
- Demonstrate understanding of frequently occurring prepositions, i.e., to / from, in / out, on / off.
- Produce and expand complete sentences orally and in shared writing exercise.



CAPITALIZATION AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun I.
- ii. Identify and use end punctuation, including periods, question marks, and exclamation points.



POETRY



POETRY

a. Mother Goose and Other Traditional Poems

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|--------|-----------------------------|---------|--|
| i. | A Diller, A Dollar | xxi. | Old King Cole |
| ii. | Baa, Baa, Black Sheep | xxii. | Old Mother Hubbard |
| iii. | Diddle, Diddle, Dumpling | xxiii. | One, Two, Buckle My Shoe |
| iv. | Early to Bed | xxiv. | Pat-a-Cake |
| v. | Georgie Porgie | xxv. | Rain, Rain, Go Away |
| vi. | Hey Diddle Diddle | xxvi. | Ride a Cock-Horse |
| vii. | Hickory, Dickory, Dock | xxvii. | Ring Around the Rosey |
| viii. | Hot Cross Buns | xxviii. | Rock-a-bye, Baby |
| ix. | Humpty Dumpty | xxix. | Roses Are Red |
| x. | It's Raining, It's Pouring | xxx. | See-Saw, Margery Daw |
| xi. | Jack and Jill | xxxi. | Simple Simon |
| xii. | Jack Be Nimble | xxxii. | Sing a Song of Sixpence |
| xiii. | Jack Sprat | xxxiii. | Star Light, Star Bright |
| xiv. | Ladybug, Ladybug | xxxiv. | There Was a Little Girl |
| xv. | Little Bo Peep | xxxv. | There Was an Old Woman Who Lived in a Shoe |
| xvi. | Little Boy Blue | | |
| xvii. | Little Jack Horner | xxxvi. | This Little Pig Went to Market |
| xviii. | Little Miss Muffet | xxxvii. | Three Blind Mice |
| xix. | London Bridges Falling Down | | |
| xx. | Mary, Mary, Quite Contrary | | |



OTHER POEMS, OLD AND NEW

b. Other Poems, Old and New

- i. April Rain Song (Langston Hughes)
- ii. Happy Thought (Robert Louis Stevenson)
- iii. I Do Not Mind You, Winter Wind (Jack Prelutsky)
- iv. Mary Had a Little Lamb (Sara Josepha Hale)
- v. The More It Snows (A. A. Milne)
- vi. My Nose (Dorothy Aldis)
- vii. Rain (Robert Louis Stevenson)
- viii. Three Little Kittens (Eliza Lee Follen)
- ix. Time to Rise (Robert Louis Stevenson)
- x. Tommy (Gwendolyn Brooks)
- xi. Twinkle Twinkle Little Star (Jane Taylor)



FICTION



FICTION STORIES

- The Bremen Town Musicians (Brothers Grimm)
- Chicken Little (also known as “Henny-Penny”)
- Cinderella (Charles Perrault)
- Goldilocks and the Three Bears
- How Many Spots Does a Leopard Have? (African folktale)
- King Midas and the Golden Touch
- The Legend of Jumping Mouse (Native American: Northern Plains legend)
- The Little Red Hen
- Little Red Riding Hood
- Momotaro: Peach Boy (Japanese folktale)
- Snow White and the Seven Dwarfs
- The Three Billy Goats Gruff
- The Three Little Pigs
- A Tug of War (African folktale)
- The Ugly Duckling (Hans Christian Andersen)
- The Velveteen Rabbit (Margery Williams)
- Selections from Winnie-the-Pooh (A. A. Milne)
- The Wolf and the Kids (Brothers Grimm)



AESOP'S FABLE

- The Lion and the Mouse
- The Grasshopper and the Ants
- The Dog and His Shadow
- The Hre and the Tortoise

AMERICAN FOLK HEROS AND TALL TALES

- Johnny Appleseed
- Casey Jones

LITERARY TERMS

- As children become familiar with stories, discuss the following: author and illustrator.



SAYINGS AND PHRASES

- **A Dog is a Man's Best Friend.**
- **April Showers Bring May Flowers.**
- **Better Safe Than Sorry.**
- **Do Unto Others As You Would Have Them Do Unto You.**
- **The Early Bird Gets the Worm.**
- **Great Oaks from Little Acorns Grow.**
- **Look Before You Leap.**
- **A Place for Everything and Everything in its Place.**
- **Practice Makes Perfect.**
- **Raining Cats and Dogs.**
- **Where There's a Will There's a Way.**

