

Kindergarten

Possible topics to be presented:

I. Reading

A. Concepts about print

1. Understand that print provides information
2. Understand how print is organized and read
3. Know left-to-right and top-to-bottom directionality
4. Distinguish letters from words
5. Recognize name
6. Name and match all uppercase and lowercase letter forms
7. Understand the concept of word and construct meaning from shared text, illustrations, graphics, and charts
8. Identify letters, words, and sentences
9. Recognize that sentences in print are made up of words
10. Identify the front cover, back cover, title page, title and author of a book

B. Phonemic awareness

1. Understand that spoken words and syllables are made up of sequences of sound
2. Count and track sounds in a syllable, syllables in words, and words in sentences
3. Know the sounds of letters
4. Track and represent the number, sameness, difference, and order of two or more isolated phonemes
5. Match, identify, distinguish, and segment sounds in initial, final, and medial position in single-syllable spoken words
6. Blend sounds (phonemes) to make words or syllables
7. Track and represent changes in syllables and words as target sound is added, substituted, omitted, shifted, or repeated
8. Identify and produce rhyming words

C. Decoding: phonic analysis

1. Understand and apply the alphabetic principle
2. Consonants: single, blends, digraphs initial, final, medial positions
3. Vowels: short, long, digraphs, r-controlled, variant, schwa
4. Match all consonant and short-vowel sounds to appropriate letters

5. Understand that as letters in words change, so do the sounds
 6. Blend vowel-consonant sounds orally to make words or syllables
 7. Blend sounds from letters and letter patterns into recognizable words
- D. Decoding: structural analysis-phonograms
1. Word families
 2. Onset-rhymes
- E. Word recognition
1. One-syllable and high-frequency words
 2. Common, irregular sight words
- F. Vocabulary and concept development
1. Academic language
 2. Classify/categorize
 3. Listen to and discuss text read aloud
 4. Read independently
- G. Comprehension and analysis of text
1. Ask/answer questions
 2. Background knowledge: prior knowledge and experiences
 3. Compare/contrast
 4. Details
 5. Directions: one-, two-, multi-step
 6. Analyze, critique and evaluate, synthesize, and visualize text and information
 7. Locate information
 - a. book parts
 - b. text features
 - c. alphabetical order
 8. Main idea: stated/unstated
 9. Make inferences
 10. Make judgments
 11. Make predictions, predict outcomes
 12. Preview
 13. Purpose for reading
 14. Retell stories and ideas
 15. Sequence
 16. Narrative text

H. Research and reference

1. Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography
2. Picture dictionary, software, dictionary, thesaurus atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and databases, almanac, newspaper, journals, periodicals
3. Charts, maps, diagrams, timelines, schedules, calendar, graphs, photos

I. Literary response and analysis

1. Genre characteristics
 - a. know a variety of literary genres and their basic characteristics
 - b. distinguish between fantasy and realistic text
 - c. understand the distinguishing features of literary and nonfiction texts: everyday print materials, poetry, drama, fantasies, fables, myths, legends, and fairy tales
2. Literary elements
 - a. important events
 - b. beginning, middle, and end of a story
 - c. problem/solution
 - d. identify characters
 - e. identify and describe the setting
3. Literary devices/author's craft
 - a. rhythm
 - b. rhyme
 - c. pattern
 - d. repetition
4. Response to text
 - a. relate characters and events to own life
 - b. read to perform a task or learn a new task
 - c. recollect, talk, and write about books read
 - d. describe the roles and contributions of authors and illustrators
 - e. self-selected reading

- i. select material to read for pleasure
 - ii. read a variety of self-selected and assigned literary and informational texts
 - iii. read literature by authors from various cultural and historical backgrounds
5. Cultural awareness
- a. connect information and events in texts to life and life to text experiences
 - b. compare language, oral traditions, and literature that reflect customs, regions, and cultures

II. Writing

- A. Writing strategies
 1. Writing process: prewriting, drafting, revising, proofreading, publishing
 2. Collaborative, shared, timed writing, writing to prompts
 3. Evaluate own and others' writing
- B. Organization and focus
 1. Use models for writing
 2. Use traditional structures for writing
- C. Penmanship/handwriting
 1. Write uppercase and lowercase letters
 2. Write legibly, using appropriate word and letter spacing
- D. Writing applications
 1. Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
 2. Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)

III. Written and oral English language conventions

- A. Sentence structure
 1. Word order
 2. Use appropriate expression when writing and speaking in complete sentences
- B. Grammar
 1. Usage of nouns (singular, plural, common, proper, possessive collective, abstract, concrete, abbreviations, appositives)

2. Usage of Verbs (action, helping, linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- C. Punctuation
 1. Period, exclamation point, or question mark at end of a sentence
 2. Comma
 3. Quotation Marks
 - D. Capitalization
 1. First word of a sentence
 2. Names of people
 3. The pronoun *I*
 - E. Spelling
 1. Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names
 2. Use spelling approximations and some conventional spelling
 3. Common, phonetically regular words

IV. Listening skills and strategies

- A. Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- B. Listen for a Purpose
 1. Follow oral directions (one-, two-, three-, and multi-step)
 2. For specific information
 3. For enjoyment

V. Speaking skills and strategies

- A. Speak clearly and audibly and use appropriate volume and pace in different settings
- B. Use formal and informal English appropriately
- C. Follow rules of conversation
- D. Give and follow two-, three-, and four-step directions
- E. Participate in classroom activities and discussions

VI. Viewing / media

- A. Interpret information from visuals (graphics, media,

illustrations, tables, maps, charts, graphs,
diagrams, timelines)

B. Enjoy different forms of visual presentations