

KINDERGARTEN

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, 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. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.ⁱ*

READING: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

- K.RF.1** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

Print Concepts

- K.RF.2.1** Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RF.2.2** Recognize that written words are made up of sequences of letters.
- K.RF.2.3** Recognize that words are combined to form sentences
- K.RF.2.4** Identify and name all uppercase (capital) and lowercase letters of the alphabet

Phonological Awareness

- K.RF.3.1** Identify and produce rhyming words.
- K.RF.3.2** Orally pronounce, blend, and segment words into syllables
- K.RF.3.3** Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.3.4** Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.3.5** Add, delete, or substitute sounds to change words.

Phonics

- K.RF.4.1** Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- K.RF.4.2** Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.3** Recognize the long and short sounds for the five major vowels.
- K.RF.4.4** Read common high-frequency words by sight (e.g., a, my).
- K.RF.4.5** Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
- K.RF.4.6** *Standard begins at first grade.*

Fluency

- K.RF.5** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

- K.RL.1** Actively engage in group reading activities with purpose and understanding.

Key Ideas and Textual Support

- K.RL.2.1** With support, ask and answer questions about main topics and key details in a text heard or read.
- K.RL.2.2** With support, retell familiar stories, poems, and nursery rhymes, including key details.
- K.RL.2.3** Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.2.4** Make predictions about what will happen in a story.

Structural Elements and Organization

- K.RL.3.1** Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RL.3.2** With support, define the role of the author and illustrator of a story in telling the story.

Synthesis and Connection of Ideas

- K.RL.4.1** With support, describe the relationship between illustrations and the story in which they appear.
- K.RL.4.2** With support, compare and contrast the adventures and experiences of characters in familiar stories.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

K.RN.1 Actively engage in group reading activities with purpose and understanding.

Key Ideas and Textual Support

K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

K.RN.2.2 With support, retell the main idea and key details of a text.

K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Structural Elements and Organization

K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.

K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.

K.RN.3.3 *Standard begins at second grade.*

Synthesis and Connection of Ideas

K.RN.4.1 With support, identify the reasons an author gives to support points in a text.

K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic

K.RN.4.3 *Standard begins at sixth grade.*

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- K.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

K.RV.2.1 *Standard begins at first grade.*

K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

K.RV.2.3 *Standard begins at sixth grade.*

K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).

K.RV.2.5 *Standard begins at second grade.*

Vocabulary in Literature and Nonfiction Texts

K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.

K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.

K.RV.3.3 *Standard begins at third grade.*

WRITING

Guiding Principle: *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. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ⁱⁱ*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

K.W.1 Write for specific purposes and audiences.

Handwriting

K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

K.W.2.2 Write by moving from left to right and top to bottom.

Writing Genres: Argumentative, Informative, and Narrative

K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.

K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

The Writing Process

K.W.4 Apply the writing process to –

- With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., *correct spelling of simple words, capitalization of the first word of the sentence*).
- Use available technology to produce and publish writing.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

- K.W.5** With support, build understanding of a topic using various sources.
- Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

- K.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- K.W.6.1a** **Nouns/Pronouns** – Writing sentences that include singular and/or plural nouns (e.g., *dog/dogs, cat/cats*).
 - K.W.6.1b** **Verbs** – Writing sentences that include verbs.
 - K.W.6.1c** **Adjectives/ Adverbs** – *Standard begins at second grade.*
 - K.W.6.1d** **Prepositions** – *Standard begins at fourth grade.*
 - K.W.6.1e** **Usage** – Recognizing that there are different kinds of sentences (e.g., *sentences that tell something, sentences that ask something, etc.*).
- K.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- K.W.6.2a** **Capitalization** – Capitalizing the first word in a sentence and the pronoun I.
 - K.W.6.2b** **Punctuation** – Recognizing and naming end punctuation.
 - K.W.6.2c** **Spelling** – Spelling simple words phonetically, drawing on phonemic awareness.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.2 *Standard begins in third grade.*

K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5 Continue a conversation through multiple exchanges.

Comprehension

K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K.SL.3.2 Ask appropriate questions about what a speaker says.

Presentation of Knowledge and Ideas

K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.2 *Standard begins in first grade.*

K.SL.4.3 Give, restate, and follow simple two-step directions.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

K.ML.1 Recognize various types of media.

Media Literacy

K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.

K.ML.2.2 *Standard begins in fifth grade.*

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from *Core Principles of Media Literacy Education in the United States*. National Association for Media Literacy Education, 2007. Available at <http://namle.net/wp-content/uploads/2013/01/CorePrinciples.pdf>.