

Frankfort School District 157c
English Language Arts Curricular Expectations
Grade: Kindergarten

• **Skills students should know and be able to do by the end of Kindergarten**

Reading Foundation	Reading for Literature	Reading for Information	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic feature of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lowercase letters of the alphabet. • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onset and rimes of single-syllable spoken words. • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. • Read common high frequency words by sight. (the, of, to, you, she, my, is, are, do, does). • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text. • With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts). • Actively engage in group reading activities with purpose and understanding. • With prompting and support, retell familiar stories including key details. • With prompting and support, identify characters, setting, and major events in a story. • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. • Ask and answer questions about unknown words in text. • Recognize common types of texts (storybooks, poetry). • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, ask and answer questions about unknown words in a text. • Identify the front cover, back cover, and title page of a book. • Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text. • With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts). • Actively engage in group reading activities with purpose and understanding. • With prompting and support, identify the reasons an author gives to support points in a text. • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, and procedures). • With prompting and support, ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic of book (My favorite book is...). • Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • Participate in shared research and writing projects (author study). • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion) • Continue a conversation through multiple exchanges • Describe familiar people, places, things and events and, with prompting and support provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional detail. • Speak audibly and express thoughts, feelings, and ideas clearly. • Ask and answer questions in order to seek help, get information, and clarify something that is not understood. • Describe familiar people, places, things and events and, with prompting and support provide additional detail. • Confirm understanding of a text read aloud and information presented orally and through other media by asking and answering questions about key details and requesting clarification if something is not understood. 	<ul style="list-style-type: none"> • Print many upper and lowercase letters. • Write a letter(s) for consonant and short- vowel sounds. • Sort common objects into categories to gain a sense of the concepts the categories represent. (shapes, food) • Identify real life connections between words and their use. • Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking. • Use frequently occurring nouns and verbs. • Use the most frequently occurring prepositions. • Produce and expand sentences in shared language activities. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. • Use words and phrases acquired through conversations, reading, and responding to texts. • With prompting and support, retell familiar stories including key details. • With prompting and support, identify characters, setting, and major events in a story. • Ask and answer questions about unknown words in text. • Form regular plural nouns orally by adding /s/ and /as/.

<ul style="list-style-type: none"> • Recognize and produce rhyming words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words, (this does not include CVC's ending with /l/, /r/, or /x/). • Add and substitute individual sounds (phonemes) in simple, one-syllable words to make new words. • Know and apply grade level phonics and word analysis skills in decoding words. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read high frequency words by sight (the, of, to, you, she, my, is, are, do, does). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 					<ul style="list-style-type: none"> • Understand and use questions words. (who, what, when, where, why, and how) • Distinguish shades of meaning among verbs describing the same general action by acting out the meanings (walk, strut, prance, march). • With prompting and support, ask and answer questions about key details in a text. • Determine and clarify the meaning of unknown words based on Kdg reading and content. • Determine and clarify the meaning of multiple-meaning words based on Kdg reading and content. • Determine and clarify the meaning of unknown phrases based on Kdg reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings. • Distinguish shades of meaning among verbs describing the same general action by acting out the meanings (walk, strut, prance, march).
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