

English Language Arts (ELA)
Grade-Level Expectations: Kindergarten

Reading and Responding

Standard 1:

1. Demonstrate understanding of phonemic awareness by doing the following:
 - creating rhyming words
 - demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen
 - identifying when words begin with the same sound
 - listening to three sounds (phonemes) and recognizing that two are the same
 - listening to and deleting or adding a beginning, a middle, or a final sound to a word
 - orally segmenting individual sounds (phonemes) in words that have two to five sounds
 - isolating and saying the beginning and final sounds (phonemes) of a spoken word
 - clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
2. Demonstrate understanding of alphabetic principle by doing the following:
 - distinguishing and naming all uppercase and lowercase letters
 - identifying own first and last name (ELA-1-E1)
3. Demonstrate understanding of phonics by doing the following:
 - matching each consonant or short vowel sound to the appropriate letter
 - decoding simple one-syllable words (ELA-1-E1)
4. Recognize and understand words found in environmental print (ELA-1-E1)
5. Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation(ELA-1-E2)
7. Demonstrate understanding of book and print concepts by doing the following:
 - locating front and back covers, title pages, and inside pages of a book
 - identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence
 - isolating individual words in print (ELA-1-E2)
8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)
9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
10. Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11. Describe the connections between life experiences and texts (ELA-1-E6)

Standard 6:

12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)

Standard 7:

14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including:
 - making predictions using prior knowledge and pictures

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- using at least five pictures to sequence the events of a story
 - drawing conclusions from text
 - using pictures to resolve questions (ELA-7-E1)
15. Identify problems in texts and offer possible solutions (ELA-7-E2)
 16. Describe the role of an author and an illustrator (ELA-7-E3)
 17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
 18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)

Writing

Standard 2:

19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20. Create compositions by participating in shared writing activities (ELA-2-E1)
21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
24. Actively discuss ideas and select a focus for group stories (ELA-2-E3)
25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4)
26. Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)
27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)

Writing/Proofreading

Standard 3:

28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1)
29. Print all uppercase and lowercase letters (ELA-3-E1)
30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31. Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)

Speaking and Listening

Standard 4:

33. Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34. Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
35. Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)
36. Relate an experience or creative story in a logical sequence (ELA-4-E3)
37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)
38. Recite short poems, rhymes, and songs (ELA-4-E4)
39. Listen to and recite short poems and stories for an audience (ELA-4-E5)

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- 40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)
- 41. Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)

Information Resources

Standard 5:

- 42. Use a computer mouse to navigate the screen (ELA-5-E1)
- 43. Identify that a computer has a keyboard to enter information (ELA-5-E1)
- 44. Use technology to produce class work (ELA-5-E4)
- 45. Read and interpret a classroom schedule (ELA-5-E6)