

English/Language Arts Kindergarten

Program Goal:

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

Grade Level Goal:

Reading:

Students will develop an appreciation for literature through exposure to a wide variety of genre and resources. Phonemic awareness activities, discussion and word attack skills will aid the student in constructing meaning of the various materials they encounter.

Writing:

Students will begin to develop neat, legible handwriting. Students will learn that writing is used for a variety of purposes. Their beginning writings will include drawings, scribbles, letter strings, letter approximations and phonetically spelled words.

Oral Communication:

Through a variety of oral language activities, students will build and use their speaking and listening skills. Students will learn the necessary skills for participating in classroom discussions and peer conversations.

Content Criteria:

Reading – Concepts of Print:

- The learner will understand concepts of print, including format, directionality, and text (tracking print)

Reading – Decoding/spelling (Phonics)

- The learner will identify upper and lowercase letters.
- The learner will know all consonant and short vowel sounds.
- The learner will know the difference between letters and numbers.
- The learner will understand sound/symbol in relationship.
- The learner will know the difference between a letter and a word.
- The learner will know when words begin with the same or different sound.
- The learner will identify beginning, middle and ending sounds of words.
- The learner will sound out simple consonant/vowel/consonant (cvc) words

Reading – Vocabulary:

- The learner will identify a variety of high frequency words.
- The learner will know when words rhyme and supply rhyme.
- The learner will understand and use positional words such as over, under, on, in, behind.
- The learner will understand and use descriptive words.
- The learner will understand and use opposites such as big, little, fast, slow.
- The learner will understand and use comparative words such as tall, taller, tallest, more, less)
- The learner will listen to a variety of stories and genres to increase exposure to new words.
- The learner will begin to build a vocabulary of common words.
- The learner will recognize letters in first and last name.

Reading – Comprehension:

- The learner will sequence and retell familiar stories, poems, etc.
- The learner will construct meaning from text and pictures
- The learner will understand and identify story elements.
- The learner will make predictions based on pictures and texts.
- The learner will access prior knowledge to make personal connections with the story and formulate questions.

Reading – Cultural Awareness:

- The learner will listen to and appreciate a variety of literary forms encompassing a multitude of cultures and disabilities.
- The learner will identify when stories read in class have words from other languages, i.e., amigo, lad, danke.

Reading – Fluency:

- The learner will listen to develop fluency.

Writing – Spelling:

- The learner will spell first and last name correctly.
- The learner will spell a variety of high frequency words.

Writing – Handwriting:

- The learner will use appropriate pencil grasp when writing.
- The learner will form letters and numbers legibly.
- The learner will control for directionality.
- The learner will practice correct letter and number formation using a variety of media/writing materials.

Writing – Pre-writing/Writing:

Note: The stages are often overlapping and students may demonstrate behavior from many of the stages at the same time.

- The learner will generate text to communicate and make meaning.
- The learner will use phonemic awareness and letter knowledge to spell independently.
- The learner will write daily for a variety of purposes.

Oral Communication – Listening:

- The learner will listen attentively in small and large group settings in a variety of activities.
- The learner will listen and allow others to speak without interruption.
- The learner will show social courtesies when listening.
- The learner will repeat and follow verbal directions.

Oral Communication – Speaking:

- The learner will speak in complete sentences.
- The learner will speak clearly with the appropriate volume.
- The learner will appropriately share thoughts and feelings with others.
- The learner will request help when needed.
- The learner will initiate conversations with peers and adults.
- The learner will contribute to and give relevant answers during class discussions.
- The learner will have opportunities to practice oral speaking skills.
- The learner will participate in group recitations.
- The learner will begin to use phrasing, sentence structure, and expression appropriate for language situations

Instructional Criteria:

1. Students will comprehend vocabulary.
2. Students will exhibit good listening skills.
3. Students will exhibit turn-taking skills.
4. Students will show responsibility and proper care of reading and writing materials.
5. Students will participate in class discussions.
6. Students will work in independent and in small and large group settings.
7. Students will have an opportunity to write daily.
8. Students will have an opportunity to read or be read to daily.
9. Students will practice oral skills daily.

10. Students will practice a variety of phonemic awareness activities daily.
11. Students will practice handwriting skills daily through a variety of materials.
12. Students will engage in a variety of hands-on activities including the use of technology when appropriate.
13. Students will expand their vocabulary throughout the year.
14. Students will increase their cultural awareness.

Scope:

Reading:

I. Concepts of Print

A. Format

1. Front cover
2. Back cover
3. Title
4. Title page
5. Page turning
6. Author
7. Illustrator
8. Punctuation
 - a. Period
 - b. Question mark
 - c. Comma
 - d. Exclamation point
9. Proper care of books
10. Information can be obtained from a variety of sources.

B. Directionality

1. Left to right
2. Top to bottom
3. Where to begin
4. Page sequence

C. Follow text by pointing to matching words (tracking print)

II. Decoding/Spelling (Phonics)

- A. Discriminate between letters and numbers
- B. Identify uppercase and lowercase letters
- C. Distinguish between letter and word
- D. Sound / symbol relationship
- E. Consonant and short vowel sounds
- F. Same or different beginning sound
- G. Beginning, middle, ending sounds
- H. Sound out CVC words

III. Vocabulary

- A. Letters in full name
- B. Rhyming
 - 1. Hear rhyme
 - 2. Supply rhyme
- C. Positional words
- D. Descriptive words
- E. Opposites
- F. Comparative words
- G. High frequency words

a	go	in	not	this	an	good	Jesus
on	up	and	God	like	of	we	at
here	look	off	will	be	he	love	so
was	by	has	me	she	yes	can	had
my	said	you	dad	do	have	mom	see
did	I	Mary	to	for	is	if	the
from	it	no	that				

- H. Common words
 - 1 Color words
 - 2 Number words
 - 3 Days of the week
 - 4 Environmental print
- I. New words

IV. Comprehension

- A. Construct meaning
 - 1. Text
 - 2. Pictures
- B. Stories

1. Sequence
 2. Retell
 - C. Make predictions
 - D. Prior knowledge to make connections
 - E. Story elements
 1. Character
 2. Setting
 3. Plot
 4. Beginning, middle, end
 5. Problem/solution
 6. Fiction or non-fiction
- V. Cultural Awareness
- A. Literature
 1. Multicultural
 2. Disabilities
 - B. Foreign language
- VI. Fluency
- A. Echo reading
 - B. Choral reading
 - C. Books on tape
 - D. Read aloud

Writing:

- I. Spelling
 - A. First and last name
 1. Begin with a capital letter
 2. Space between words
 - B. High frequency words
 1. Sight words
 2. Decodable words
 3. Word wall words
- II. Handwriting
 - A. Pencil grasp

- B. Letter and number formation
 - 1. Start formation from the top
- C. Directionality
 - 1. Left to right
 - 2. Top to bottom
- D. Formation practice (suggested ideas)
 - 1. Sand trays
 - 2. Air
 - 3. Play dough
 - 4. Shaving cream

III. Pre-writing/writing

- A. Generating text
 - 1. Scribbling
 - 2. Drawing
 - 3. Letter-like forms
 - 4. Letter and number strings
 - 5. Copies words from environmental print
 - 6. Initial consonants correct
 - 7. One letter stands for the whole word
 - 8. Word spelling
 - 9. Begin using punctuation
 - a. Period
 - b. Question mark
 - c. Exclamation point
 - d. Comma
- B. Phonemic awareness
 - 1. Inventive or creative spelling
- C. Writing for a purpose
 - 1. Lists
 - 2. Messages
 - 3. Orders
 - 4. Cards
 - 5. Invitations
 - 6. Letters
 - 7. Respond to literature
 - 8. Labeling
 - 9. Draw picture to tell a story

10. Personal experience as a source for writing
11. Journals

Oral Communication:

I, Listening

- A. Small and large group
 1. Peer conversations
 2. Class discussions
 3. Videos/DVD's
 4. Music
 5. Listening centers
- B. Listen without interruption
- C. Social courtesies
 1. Look at speaker
 2. Listen respectfully
 3. Wait for turn to speak
 4. Respect the opinion of others
 5. Sit appropriately and keep hands and feet to self.
 6. Focus despite distractions
- D. Repeat and follow verbal directions.

II. Speaking

- A. Complete sentences
- B. Clearly and with appropriate volume
- C. Share thoughts and feelings
- D. Request help
- E. Initiate conversations
 1. Peers
 2. Adults
- F. Participate in class discussions
- G. Practice oral speaking
 1. Proper posture
 2. Eye contact
 3. Voice level
- H. Group recitations
 1. Choral reading
 2. Echo reading
 3. Prayers

4. Poetry
 5. Rhymes
 6. Songs
 7. Drama
 8. Counting
- I. Language experience
1. Phrasing
 2. Sentence structure
 3. Expression

Textbook Recommendation:

Harcourt : Reading ISBN: 0153250208