

Academic Content Standards -- English Language Arts

Kindergarten Indicators	ISF	PSF	LNF	NWF	ORF	WUF	RF
Phonemic Awareness, Word Recognition and Fluency							
1. Read own first and last name.							
2. Identify and complete rhyming words and patterns.							
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.							
4. Distinguish and name all upper- and lower-case letters.			X				
5. Recognize, say and write the common sounds of letters.				X			
6. Distinguish letters from words by recognizing that words are separated by spaces.							
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	X	X					
8. Read one-syllable and often-heard words by sight.					X		
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.					X		
Acquisition of Vocabulary							
• <u>Contextual Understanding</u>							
1. Understand new words from the context of conversations or from the use of pictures within a text.						X	
• <u>Conceptual Understanding</u>							
2. Recognize and understand words, signs and symbols seen in everyday life.						X	
3. Identify words in common categories such as color words, number words and directional words.						X	
• <u>Tools and Resources</u>							
4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.							
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies							
• <u>Concepts of Print</u>							
1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.							
2. Hold books right side up, know that people read pages from front to back and read words from left to right.							
3. Know the differences between illustrations and print.							

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<ul style="list-style-type: none"> • <u>Comprehension Strategies</u> 							
<ul style="list-style-type: none"> 4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions. 							
<ul style="list-style-type: none"> 5. Predict what will happen next, using pictures and content as a guide. 							
<ul style="list-style-type: none"> 6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience. 							
<ul style="list-style-type: none"> 7. Recall information from a story by sequencing pictures and events. 							X
<ul style="list-style-type: none"> 8. Answer literal questions to demonstrate comprehension or orally read grade-appropriate texts. 					X		
<ul style="list-style-type: none"> • <u>Self-Monitoring Strategies</u> 							
<ul style="list-style-type: none"> 9. Monitor comprehension of orally read texts by asking and answering questions. 							
<ul style="list-style-type: none"> • <u>Independent Reading</u> 							
<ul style="list-style-type: none"> 10. Identify favorite books and stories and participate in shared oral reading. 							
<p>Reading Applications: Informational, Technical and Persuasive Text</p>							
<ul style="list-style-type: none"> 1. Use pictures and illustrations to aid comprehension. 							
<ul style="list-style-type: none"> 2. Identify and discuss the sequence of events in informational text. 							
<ul style="list-style-type: none"> 3. Tell the main idea of a selection that has been read aloud. 							X
<ul style="list-style-type: none"> 4. Identify and discuss simple maps, charts and graphs. 							
<ul style="list-style-type: none"> 5. Follow simple directions. 	X	X	X	X	X	X	X
<p>Reading Applications: Literary Text</p>							
<ul style="list-style-type: none"> 1. Identify favorite books and stories. 							
<ul style="list-style-type: none"> 2. Identify the characters and setting in a story. 							
<ul style="list-style-type: none"> 3. Retell or re-enact a story that has been heard. 							
<ul style="list-style-type: none"> 4. Distinguish between fantasy and reality. 							
<ul style="list-style-type: none"> 5. Recognize predictable patterns in stories. 							
<p>Writing Processes</p>							
<ul style="list-style-type: none"> • <u>Prewriting</u> 							
<ul style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 							
<ul style="list-style-type: none"> 2. Choose a topic for writing. 							
<ul style="list-style-type: none"> 3. Determine audience. 							

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<ul style="list-style-type: none"> • <u>Drafting, Revision and Editing</u> 							
<ul style="list-style-type: none"> 4. Organize and group related ideas. 							
<ul style="list-style-type: none"> 5. Write from left to right and top to bottom. 							
<ul style="list-style-type: none"> 6. Use correct sentence structures when expressing thoughts and ideas. 							
<ul style="list-style-type: none"> 7. Reread own writing. 							
<ul style="list-style-type: none"> 8. Use resources (e.g., a word wall) to enhance vocabulary. 							
<ul style="list-style-type: none"> • <u>Publishing</u> 							
<ul style="list-style-type: none"> 9. Rewrite and illustrate writing samples for display and for sharing with others. 							
<p>Writing Applications</p>							
<ul style="list-style-type: none"> 1. Dictate or write simple stories, using letters, words or pictures. 							
<ul style="list-style-type: none"> 2. Name or label objects or places. 							
<ul style="list-style-type: none"> 3. Write from left to right and from top to bottom. 							
<ul style="list-style-type: none"> 4. Dictate or write informal writings for various purposes. 							
<p>Writing Conventions</p>							
<ul style="list-style-type: none"> • <u>Handwriting</u> 							
<ul style="list-style-type: none"> 1. Print capital and lowercase letters, correctly spacing the letters. 							
<ul style="list-style-type: none"> 2. Leave spaces between words when writing. 							
<ul style="list-style-type: none"> • <u>Spelling</u> 							
<ul style="list-style-type: none"> 3. Show characteristics of early letter name-alphabetic spelling. 							
<ul style="list-style-type: none"> 4. Use some end consonant sounds when writing. 							
<ul style="list-style-type: none"> • <u>Punctuation and Capitalization</u> 							
<ul style="list-style-type: none"> 5. Place punctuation marks at the end of sentences. 							
<p>Research</p>							
<ul style="list-style-type: none"> 1. Ask questions about a topic being studied or an area of interest. 							
<ul style="list-style-type: none"> 2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study. 							
<ul style="list-style-type: none"> 3. Recall information about a topic, with teacher assistance. 							X
<ul style="list-style-type: none"> 4. Share findings visually or orally. 							
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Kindergarten Indicators (continued)	ISF	PSF	LNF	NWF	ORF	WUF	RF
Communication: Oral and Visual							
• <u>Listening and Viewing</u>							
1. Listen attentively to speakers, stories, poems and songs.							
2. Connect what is heard with prior knowledge and experience.							
3. Follow simple oral directions.	X	X	X	X	X	X	X
• <u>Speaking Skills and Strategies</u>							
4. Speak clearly and understandably.				X		X	X
• <u>Speaking Applications</u>							
5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.							
6. Recite short poems, songs and nursery rhymes.							