

# Language Arts Curriculum Kindergarten

Based off the Common Core Student Standards

## WRITING

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 or book

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts 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 the 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 (e.g., explore a number of books by a favorite author and express opinions about them).

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## READING

With prompting and support ask and answer questions about key details in a text such as; identify characters, settings, and major events in a story.

With Prompting and support, retell familiar stories, including key details. For informational text, identify main topic and retell key details.

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 a text. Recognize common types of texts (e.g., storybooks, poems).

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

With prompting and support, describe the connection between two individuals/characters, events, ideas, or pieces of information in a text.

Actively engage in group reading activities with purpose and understanding.

Identify the front cover, back cover, and title page of a book

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

With prompting and support, identify the reasons an author gives to support points in a text.

## Foundational Skills

Demonstrate understanding of the organization and basic features 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.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words.

Blend and segment onsets and rimes of single-syllable spoken words.

Isolate and pronounce the initial, medial vowel, and final sounds. Add or 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. Such as one to one letter-sound correspondences, long and short vowel sounds, read common high frequency words and distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Read emergent-reader texts with purpose and understanding.