

SAUSALITO MARIN CITY SCHOOL DISTRICT

Language Arts Standards – KINDERGARTEN

SMCSD Kindergarten standards focus on becoming familiar with text, knowledge of the alphabet and sound/symbol relationship, and understanding that writing conveys meaning. Students develop phonemic awareness and construct meaning from text by applying graphophonic and prior knowledge. They regularly interact with a variety of text including core literature. Demonstration of early writing skills begins, along with an understanding of spatial relationships. Student participation in classroom discussions about the elements of story writing is customary.

READING

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students know about letters, words, and sounds. They apply this knowledge in reading simple sentences.

Concepts About Print:

- 1.1. identify the front cover, back cover, and title page of a book
- 1.2. follow words from left to right and top to bottom on the printed page
- 1.3. understand that printed materials provide information
- 1.4. recognize that sentences in print are made up of separate words
- 1.5. distinguish letters from words
- 1.6. recognize and name all uppercase and lowercase letters of the alphabet

Phonemic Awareness:

- 1.7. track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/)
- 1.8. track (move sequentially from sound to sound), and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)
- 1.9. blend vowel-consonant sounds orally to make words or syllables
- 1.10. identify and produce rhyming words in response to an oral prompt
- 1.11. distinguish orally stated one-syllable words and separate into beginning or ending sounds
- 1.12. track auditorily each word in a sentence and each syllable in a word
- 1.13. count the number of sounds in syllables and syllables in words

Decoding and Word Recognition:

- 1.14. match all consonant and short-vowel sounds to appropriate letters
- 1.15. read simple one-syllable and high-frequency words (i.e., sight words)

- 1.16. understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)

Vocabulary and Concept Development:

- 1.17. identify and sort common words in basic categories (e.g., colors, shapes, foods)
- 1.18. describe common objects and events in both general and specific language

2.0 READING COMPREHENSION: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selection in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be ready by students.

Structural Features of Informational Materials:

- 2.1 Locate the title, table of contents, name of author, and name of illustrator

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2. use pictures and context to make predictions about story content
- 2.3. connect to life experiences the information and events in texts
- 2.4. retell familiar stories
- 2.5. ask and answer questions about essential elements of a text

3.0 LITERARY RESPONSE AND ANALYSIS:

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.1. distinguish fantasy from realistic text
- 3.2. identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)
- 3.3. identify characters, settings and important events

WRITING

1.0 WRITING STRATEGIES: Students write words and brief sentences that are legible.

Organization and Focus:

- 1.1. use letters and phonetically-spelled words to write about experiences, stories, people, objects, or events
- 1.2. write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)
- 1.3. write by moving from left to right and top to bottom

Penmanship:

1.4. write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Sentence Structure:

1.1. recognize and use complete, coherent sentences when speaking

Spelling:

1.2. spell independently using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension:

1.1. understand and follow one- and two-step oral directions

1.2. share information and ideas, speaking audibly in complete, coherent sentences