

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM

Kindergarten Benchmarks

ELA Recommended Curriculum-KINDERGARTEN

Revised 6/18/07

Positive Attitudes about Books				
Area of Instruction: <i>Learners will be able to:</i> <i>Choose reading and writing related activities for enjoyment</i>			New MLR Standard: A1 Interconnected Elements	
Learning Goals Students will	Beginning	Developing	Secure	Assessment
Appear attentive and enjoys being read to			X	Teacher observation
Choose to look at books independently during choice time		X		
Choose to share books or writing with others		X		

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Word Study/Alphabetic				
Area of Instruction: <i>Learners will be able to:</i> read texts, within appropriate grade span of text complexity, and apply their knowledge and strategies of alphabetic, phonemic awareness and phonics			New MLR Standard: A1 Interconnected Elements	
Learning Goals Students will	Beginning	Develop- ing	Secure	Assessment
Demonstrate phonemic awareness ___ ability to segment syllables ___ awareness of rhyme ___ awareness of initial sounds ___ awareness of final sounds ___ ability to blend two and three sounds into a word		X X	X X X	Fountas and Pinnell
Demonstrate use of phonics to decode new words ___ Identify and write all letters (in capital and lower case form) ___ Identify beginning and ending consonant sounds ___ Use onset and rime spelling patterns (cat, sat, fat, etc.)		X X	X	Fountas and Pinnell Running Records Rigby PM Benchmark Teacher observation

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Vocabulary				
Area of Instruction: <i>Learners will be able to:</i> <i>read texts, within appropriate grade span of text complexity, and apply their knowledge and strategies of alphabets, phonemic awareness and phonics</i>			New MLR Standard: A1 Interconnected Elements	
Learning Goals Students will	Beginning	Develop- ing	Secure	Assessment
Develop vocabulary using knowledge of word parts and relationships				Teacher observation
<ul style="list-style-type: none"> • Notice words that they don't know when they are read to and talked with and guess what the words mean from how they are used 		X		
<ul style="list-style-type: none"> • Talk about words and word meanings as they are encountered in books and conversation 		X		
<ul style="list-style-type: none"> • Show an interest in collecting words and playing with the ones they like 		X		
<ul style="list-style-type: none"> • Learn new words every day from talk and books read aloud 		X		

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Comprehension – Fiction				
Area of Instruction: <i>Learners will be able to: Read fiction within a grade appropriate span of text complexity</i>		New MLR Standard: A2 Literary Texts		
Learning Goals Learners will	Beginning	Develop- ing	Secure	Assessment
a. Identify and describe settings and characters		X		
b. Retell the sequence of events and include essential details.		X		
Retell stories including _____ setting (time, _____ characters place) _____ plot (sequence of events) _____ sequence (beginning, middle, end)	X			
c. Answer questions about information found directly in the text.		X		
Listen to and respond to questions about non-fiction texts.		X		
Read a variety of genre including: Non-fiction		X		
Biography / autobiography	X			
Fantasy		X		
Folklore		X		
Historical fiction	X			
Poetry		X		
Realistic fiction		X		
Identify Fiction and Non-Fiction		X		

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Comprehension – Non-fiction information texts				
Area of Instruction: Learners will be able to: <i>Read informational texts, within a grade appropriate span of text complexity, for different purposes.</i>			New MLR Standard: A3 Informational Texts	
Learning Goals	Beginning	Developing	Secure	Assessment
a. Ask and answer relevant questions.	X			
b. Restate facts from the text.	X			
c. Follow one step directions.		X		
Students will be able to identify access features including:				
Table of contents	X			
Glossary	X			
Bibliography	NA			
Author/illustrator notes	X			
Preface	NA			
Afterword	NA			
Sidebars	NA			
Index	X			
Students will be able to identify visual information including:				
Maps	NA			
Diagrams	X			
Tables	NA			
Captions	X			
Labels	X			
Timelines	NA			

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Kindergarten Benchmarks

6 + 1 Write Traits				
Area of Instruction:		New MLR Standard: B		
<i>Learners will be able to effectively use the 6 + 1 Write Traits</i>				
	Beginning	Develop- ing	Secure	Assessment
<i>Six + 1 Traits of Writing</i>				
Ideas ___ Uses pictures to express ideas ___ Dictate ideas and stories ___ Read pictures/text ___ Recognize that writing communicates meaning			X X X X	Language Evaluation Shared Writing Interactive Writing Independent Writing
Organization ___ Show beginning, middle and end through pictures (Oral language—retell)	X			
Voice ___ Express personal voice in dictation or oral storytelling ___ Share personal responses to pictures and /or writing of others ___ Express feeling through use of color and line in art work ___ Take pride in creating pictures/text that are different from others	X X	X X		Teacher observation WEE Write (Oral Expression)
Word Choice ___ Show curiosity about words ___ Notice and copy or ask about environmental print ___ Experiment with new or favorite words in oral storytelling ___ Use age appropriate vocabulary in verbal expressions		X X X X		

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM

Kindergarten Benchmarks

<p>Sentence fluency</p> <p><input type="checkbox"/> Enjoys listening to poetry/rhythmic text</p> <p><input type="checkbox"/> listens to patterns in text</p> <p><input type="checkbox"/> shows intuitive grasp of what a sentence is</p> <p>ORAL Language</p>		X	X	
<i>Writing Genres</i>				
<p>Write in a variety of forms (shared and interactive)</p> <p><input type="checkbox"/> invitations <input type="checkbox"/> thank you notes</p> <p><input type="checkbox"/> poems <input type="checkbox"/> stories</p> <p><input type="checkbox"/> individual & <input type="checkbox"/> records of observations</p> <p>class books <input type="checkbox"/> captions and labels</p>		X		Teacher observation

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Writing Process				
Area of Instruction: <i>Learners will be able to use the writing process.</i>			New MLR Standard: B1. Interconnected Elements	
Learning Goals Learners will	Beginning	Develop- ing	Secure	Assessment
<i>Writing Process</i>				
Prewriting _____ Use pictures to explore and develop ideas _____ Use ideas from literature _____ Use brainstorming activities to create ideas _____ Discuss ideas with others		X X	X X	Writing Samples Teacher observations
Drafting _____ Dictate or record stories, poems, etc. _____ Create text with drawing, writing, dictation		X X		
Revising _____ Share work with others _____ Add details or descriptive words to pictures and/or texts	X X			
Editing _____ Accept suggestions from adults and peers _____ Recognize name, period and question mark _____ Distinguish between an upper case and lower case letter			X X X	
Publishing _____ Begin to select best work to be published. _____ Work as part of a group, publishing a combined work.	NA	X		

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Kindergarten Benchmarks**

Use a variety of Writing Forms, Audiences and Purposes				
Area of Instruction: <i>Learners will be able to</i>		New MLR Standard: B		
	Beginning	Develop- ing	Secure	Assessment
<i>Writing Genres</i>				
Write in a variety of forms (shared and interactive)				
___ invitations ___ thank you notes	NA			
___ poems ___ stories	NA			
___ individual & ___ records of observations	NA			
___ class books ___ captions and labels	NA			

Research				
Area of Instruction: <i>Learners will be able to:</i> <i>Students answer research questions by gathering information from text and non-print sources.</i>		New MLR Standard: C1 Research		
Learning Goals (ORAL LANGUAGE) Students will	Beginning	Develop- ing	Secure	Assessment
Gather, collect and share information about a topic	X			Teacher observation
Maintain a focus – stay on topic		X		
Exclude extraneous information when prompted		X		

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Language Conventions				
Area of Instruction: <i>Learners will be able to:</i> <i>Demonstrate an understanding of simple sentence structures to communicate</i> <i>And apply the rules of capitalization, punctuation and spelling to communicate.</i>			New MLR Standard: D1 Grammar and Usage D2 Mechanics	
Learning Goals	Beginning	Develop- ing	Secure	Assessment
Use simple sentences		X		
a. Capitalize proper nouns		X		
b. Capitalize words at the beginning of a sentence.		X		
b. Use periods, questions marks, and exclamation points.		X		
c. Spell high frequency grade-level words.		X		25 Fountas Pinnell Adds classmates names
d. Use phonics patterns to aid in spelling.	X			
<i>Writing conventions</i>				
Recognizes conventions including ___ title ___ upper case letters ___ periods ___ exclamation points ___ question marks			X	
Writes first and last name using upper and lower case letters and correct letter formation			X	Writing Samples
Uses directionality: top to bottom and left to right			X	
<i>Spelling</i>				
Progresses through developmental stages of writing: ___ pictures ___ scribbling ___ random letters ___ beginning sounds ___ invented spelling.			X	

ENGLISH LANGUAGE ARTS RECOMMENDED CURRICULUM
Kindergarten Benchmarks

Listening and Speaking				
Area of Instruction: <i>Learners will be able to:</i> <i>Use early active listening skills and use speaking skills to communicate.</i>			New MLR Standard: E1 Listening E2 Speaking	
Learning Goals Students will	Beginning	Develop- ing	Secure	Assessment
Ask relevant questions at appropriate times.		X		Teacher observation
Converse without interrupting.		X		
Follow one step oral instructions.		X		
Make clear requests at appropriate times.		X		
Make simple presentations using eye contact.		X		
Use voice level appropriate to the situation.		X		
Share stories and information and support opinions using oral and visual examples.		X		

Media				
Area of Instruction: <i>Learners will be able to:</i> <i>Understand that there are differences among the kinds of information in different forms of media.</i>			New MLR Standard: F1 Analysis of Media	
Learning Goals	Beginning	Develop- ing	Secure	Assessment
a. Identify the different types of media in the daily lives of most people. These include books, movies, newspapers, magazines and television.			X	Teacher observation
b. Describe their reactions to a variety of print and/or non-print sources.	X			