

# Kindergarten

<b>LA.</b>	<b>K.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
Subject	Grade	Strand	Standard	Benchmark

## Kindergarten: Reading Process

<b>Concepts of Print</b>		<b>Standard:</b> The student demonstrates knowledge of the concept of print and how it is organized and read.	
	The student will:		
LA.K.1.1.1	- locate a printed word on a page;		
LA.K.1.1.2	- distinguish letters from words;		
LA.K.1.1.3	- identify the separate sounds in a spoken sentence;		
LA.K.1.1.4	- match print to speech;		
LA.K.1.1.5	- identify parts of a book (e.g., front cover, back cover, title page);		
LA.K.1.1.6	- move top to bottom and left to right on the printed page; and		
LA.K.1.1.7	- name all upper and lower case letters of the alphabet.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:		<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:
<ul style="list-style-type: none"> <li>- locate print on a page</li> <li>- identify parts of a book</li> <li>- move top to bottom, left to right when reading</li> </ul>		<ul style="list-style-type: none"> <li>- identify the title, text and illustrations</li> <li>- use KWL charts or other graphic organizers</li> <li>- locate print on a page</li> <li>- match print to speech</li> <li>- identify parts of a book</li> <li>- move top to bottom, left to right when reading</li> <li>- distinguish letters from words</li> </ul>	<ul style="list-style-type: none"> <li>- locate print on a page</li> <li>- match print to speech</li> <li>- identify parts of a book</li> <li>- move top to bottom, and left to right</li> <li>- name all upper and lower case letters of the English language alphabet</li> <li>- distinguish letters from words</li> </ul>
<b>Phonological Awareness</b>		<b>Standard:</b> The student demonstrates phonological awareness.	
	The student will:		
LA.K.1.2.1	- auditory segment sentences into the correct number of words;		
LA.K.1.2.2	- identify, blend, and segment syllables in words;		
LA.K.1.2.3	- recognize and produce words that rhyme; and		
LA.K.1.2.4	- identify, blend, and segment onset and rime.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:		<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:
<ul style="list-style-type: none"> <li>• identify syllables in words</li> </ul>		<ul style="list-style-type: none"> <li>• identify syllables in words</li> <li>• recognize simple words that rhyme</li> <li>• identify onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>- recognize and produce words that rhyme</li> <li>- identify and blend onset and rime.</li> </ul>

<b>Phonemic Awareness</b>		<b>Standard:</b> The student demonstrates phonemic awareness.	
	The student will:		
LA.K.1.3.1	- identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);		
LA.K.1.3.2	- blend and segment individual phonemes in simple, one-syllable words; and		
LA.K.1.3.3	- manipulate individual phonemes in CVC words through addition, deletion, and substitution.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will	<b>Intermediate:</b> The student will	<b>Advanced:</b> The student will	
- identify initial, phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);	- identify initial, final, phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”); - blend and segment individual phonemes in simple, one-syllable words;	- identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”); - blend and segment individual phonemes in simple, one-syllable words; - distinguish between individual phonemes in CVC words through addition, deletion, and substitution.	

<b>Phonics/Word Analysis</b>		<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.K.1.4.1	- recognize and recall the one to one correspondence between most letters and sounds; and		
LA.K.1.4.2	- decode simple words in isolation and in context.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will	<b>Intermediate:</b> The student will	<b>Advanced:</b> The student will	
- recognize and recall the one to one correspondence between <b>some</b> letters and sounds	- recognize and recall the one to one correspondence between most letters and sounds - decode simple words in isolation and in context.	- recognize and recall the one to one correspondence between most letters and sounds - decode simple words in isolation and in context.	

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.K.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.K.1.6.2	- listen to and discuss both familiar and conceptually challenging text;		
LA.K.1.6.3	- describe common objects and events in both general and specific language;		
LA.K.1.6.4	- identify and sort common words into basic categories (e.g., colors, shapes, food);		
LA.K.1.6.5	- use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and		
LA.K.1.6.6	- relate new vocabulary to prior knowledge.		
<b>English Language Proficiency Standards</b>			
<p><b>Beginning:</b> The student will</p> <ul style="list-style-type: none"> <li>- use simple vocabulary that is introduced and taught directly</li> <li>- listen to familiar text, rich in illustrations and respond with gestures, drawings, or simple words</li> <li>- group common objects into categories</li> </ul>	<p><b>Intermediate:</b> The student will</p> <ul style="list-style-type: none"> <li>- use simple vocabulary that is introduced and taught directly,</li> <li>- listen to and respond to questions about familiar text,</li> <li>- describe common objects and events in general language</li> <li>- identify and sort common words or pictures into basic categories;</li> <li>- relate new vocabulary to prior knowledge</li> </ul>	<p><b>Advanced:</b> The student will</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and familiar text;</li> <li>- describe common objects and events in both general and specific language,</li> <li>- identify and sort common words or pictures into basic categories (e.g., colors, shapes, food);</li> <li>- relate new vocabulary to prior knowledge</li> <li>- express simple spatial and temporal relationships (e.g., up/down, before/after) orally</li> </ul>	

<b>Reading Comprehension</b>		<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.	
	The student will:		
LA.K.1.7.1	- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);		
LA.K.1.7.2	- use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;		
LA.K.1.7.3	- retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and		
LA.K.1.7.4	- identify the author's purpose as stated in the text.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:	<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:	
<ul style="list-style-type: none"> <li>- make predictions about text content using pictures, and background knowledge</li> <li>distinguish between fact and fiction</li> <li>- draw a picture illustrating information from selection</li> </ul>	<ul style="list-style-type: none"> <li>- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</li> <li>- distinguish between fact and fiction</li> <li>- retell a selection using basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</li> <li>- distinguish between fact and fiction</li> <li>- retell a selection using basic vocabulary, arranging events in correct order,</li> <li>- describe main idea or author's central message</li> </ul>	

## Kindergarten: Literary Analysis

<b>Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
	The student will:		
LA.K.2.1.1	- identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);		
LA.K.2.1.2	- retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;		
LA.K.2.1.3	- identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;		
LA.K.2.1.4	- select materials to read for pleasure; and		
LA.K.2.1.5	- participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), and text to world (social connection).		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:		<b>Intermediate:</b> The student will:	
<ul style="list-style-type: none"> <li>- illustrate main events of the story,</li> <li>• indicate recognition of similarities of sounds in simple rhyming words</li> </ul>		<ul style="list-style-type: none"> <li>- use simple vocabulary to retell the main events (e.g., beginning, middle, end) of a story;</li> <li>- recognize a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections</li> </ul>	
		<b>Advanced:</b> The student will:	
		<ul style="list-style-type: none"> <li>- recognize familiar literary forms (e.g. fairy tales, tall tales, nursery rhymes, fables)</li> <li>- use simple vocabulary to retell the main events (e.g. beginning, middle, end) of a story, and describe characters and setting</li> <li>- recognize a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections</li> <li>- select books from library or classroom collection to read for pleasure</li> <li>- participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events</li> </ul>	

<b>Non-Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.K.2.2.1	- identify the purpose of non-fictional text;		
LA.K.2.2.2	- retell important facts from a text heard or read; and		
LA.K.2.2.3	- select non-fiction material to read for pleasure.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:	<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:	
- illustrate what the selection is mainly about - choose a nonfiction book of interest	- use simple vocabulary to-retell important facts from a text read or heard - choose a nonfiction book of interest	- identify the purpose of non-fictional text - retell important facts from a text heard or read - select non-fiction material to read for pleasure	

## Kindergarten: Writing Process

<b>Pre-Writing</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.K.3.1.1	- connecting thoughts and oral language to generate ideas; and		
LA.K.3.1.2	- drawing a picture about ideas from stories read aloud or generated through class discussion.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will	<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will	
- prewrite by drawing a picture about ideas from stories read aloud or generated through class discussion	- prewrite by connecting thought and simple oral language to generate ideas - drawing a picture about ideas from stories read aloud or generated through class discussion	- prewrite by connecting thought and simple oral language to generate ideas - drawing a picture about ideas from stories read aloud or generated through class discussion	

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.K.3.2.1	- drawing, telling, or writing about a familiar experience, topic or text; and		
LA.K.3.2.2	- creating a group draft, scripted by the teacher.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will		<b>Intermediate:</b> The student will	<b>Advanced:</b> The student will
- draw, tell, or write about a familiar experience, topic or text; - copy a group draft, scripted by the teacher		- draw, tell, or write about a familiar experience, topic or text; - create a group draft, scripted by the teacher	- draw, tell, or write about a familiar experience, topic or text; - create a group draft, scripted by the teacher
<b>Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.	
LA.K.3.3.1	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will revise a draft by:		<b>Intermediate:</b> The student will revise a draft by:	<b>Advanced:</b> The student will revise a draft by:
- adding simple details and/or labels to pictures and sketches.		- adding additional text to support the written piece.	- checking logical thinking and adding additional text to support the written piece.
<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
	The student will correctly use:		
LA.K.3.4.1	- knowledge of letter/sound relationships to spell simple words.		
LA.K.3.4.2	- capital letters to begin “important words;” and		
LA.K.3.4.3	- end punctuation, including periods, question marks, and exclamation points;		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will correctly use:		<b>Intermediate:</b> The student will correctly use:	<b>Advanced:</b> The student will correctly use:
- use letter-sound relationships to approximate basic words - use capital letters for some proper nouns and pronoun “I”		- letter-sound relationships to spell basic words - capital letters for some proper nouns and pronoun “I” - end punctuation	- letter-sound relationships to spell basic words - capital letters for some proper nouns and pronoun “I” - end punctuation

<b>Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will: - produce, illustrate and share a finished piece of writing (which could be a drawing).	<b>Intermediate:</b> The student will: - produce, illustrate and share a finished piece of writing.	<b>Advanced:</b> The student will: - produce, illustrate and share a finished piece of writing.	

### Kindergarten: Writing Applications \_\_\_\_\_

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.	
	The student will:		
LA.K.4.1.1	- create narratives by drawing, dictating, and/or using emergent writing; and		
LA.K.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will: - create a story by drawing or dictating	<b>Intermediate:</b> The student will: - create a story by drawing characters and events with simple accompanying text	<b>Advanced:</b> The student will: - create a story by drawing characters and events with accompanying text	

<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates informative writing that provides information related to real-world tasks.
	The student will:	
LA.K.4.2.1	- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;	
LA.K.4.2.2	- participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);	
LA.K.4.2.3	- participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;	
LA.K.4.2.4	- communicates with teacher as scribe, including friendly letters and thank-you notes; and	
LA.K.4.2.5	- draw a simple map of the classroom.	

**English Language Proficiency Standards**

<b>Beginning:</b> The student will:	<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:
<ul style="list-style-type: none"> <li>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing</li> <li>- draw a simple map of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary</li> <li>- participate in a group setting to identify the topic as expressed in informational/expository text</li> <li>- draw and label a simple map of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary</li> <li>- participate in a group setting to identify the topic as expressed in informational/expository text</li> <li>- write communications with teacher as scribe</li> <li>- draw and label a simple map of the classroom</li> </ul>

<b>Persuasive</b>		<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
LA.K.4.3.1	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.	

**English Language Proficiency Standards**

<b>Beginning:</b> The student will:	<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:
<ul style="list-style-type: none"> <li>- draw and label a favorite pet, food, or person</li> </ul>	<ul style="list-style-type: none"> <li>- draw and label a favorite pet, food, or person</li> <li>- include some simple text that identifies the favorite object and explains why it is the favorite</li> </ul>	<ul style="list-style-type: none"> <li>- draw and label a favorite pet, food, or person</li> <li>- include descriptive text that identifies the favorite object and why it is the favorite</li> </ul>

## Kindergarten: Communication

<b>Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
	The student will:		
LA.K.5.1.1	- print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;		
LA.K.5.1.2	- write from left to right and top to bottom of page;		
LA.K.5.1.3	- recognize spacing between letters and words;		
LA.K.5.1.4	- print own first and last name; and		
LA.K.5.1.5	- understand the concept of writing and identifying numerals.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:	<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:	
<ul style="list-style-type: none"> <li>- copy upper and lower case of the alphabet with assistance</li> <li>- write from left to right and top to bottom of page</li> <li>- recognize spacing between letters and words</li> <li>- copy own first and last name</li> <li>- copy numerals 1-10 to indicate some understanding of number concept</li> </ul>	<ul style="list-style-type: none"> <li>- print some uppercase and lowercase letters of the alphabet and recognize the differences between the two;</li> <li>- write from left to right and top to bottom of page;</li> <li>- recognize spacing between letters and words,</li> <li>- print first and last names.</li> <li>- understand the concept of writing and identifying numerals</li> </ul>	<ul style="list-style-type: none"> <li>- print many uppercase and lowercase letters of the alphabet and discuss the differences between the two;</li> <li>- write from left to right and top to bottom of page;</li> <li>- recognize spacing between letters and words,</li> <li>- print first and last names</li> <li>- understand the concept of writing and identifying numerals</li> </ul>	

<b>Listening and Speaking</b>		<b>Standard:</b> The student effectively applies listening and speaking strategies.	
	The student will:		
LA.K.5.2.1	- listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);		
LA.K.5.2.2	- listen attentively to fiction and non-fiction read-aloud and demonstrate understanding;		
LA.K.5.2.3	- repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);		
LA.K.5.2.4	- recite short poems, rhymes, songs, and stories with repeated patterns;		
LA.K.5.2.5	- communicate effectively when relating experiences and retelling stories heard; and		
LA.K.5.2.6	- use complete sentences when speaking.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:		<b>Intermediate:</b> The student will:	
<ul style="list-style-type: none"> <li>- listen and follow basic oral directions (one step) and verbal cues</li> <li>- listen attentively to fiction and non-fiction read-alouds and answer simple questions</li> <li>- repeat simple auditory sequences</li> <li>- recite short poems, rhymes, songs, and stories with repeated patterns;</li> </ul>		<ul style="list-style-type: none"> <li>• listen and follow basic oral directions (one or two steps) and verbal cues</li> <li>- listen attentively to fiction and non-fiction read-alouds and demonstrate understanding through simple responses</li> <li>- repeat auditory sequences</li> <li>- recite short poems, rhymes, songs, and simple stories with repeated patterns;</li> <li>- communicate effectively by showing appropriate listening behaviors, such as maintaining eye contact with the speaker, facing the speaker, asking questions and expressing opinions when appropriate and practicing conversation skills with peers.</li> <li>• use simple complete sentences when speaking.</li> </ul>	
		<b>Advanced:</b> The student will:	
		<ul style="list-style-type: none"> <li>• listen and follow basic oral directions (two or three steps) and verbal cues</li> <li>• listen attentively to fiction and non-fiction read-alouds and demonstrate understanding</li> <li>• repeat auditory sequences</li> <li>- recite short poems, rhymes, songs, and stories with repeated patterns</li> <li>• Communicate effectively when relating experiences and retelling simple stories heard</li> <li>• use complete sentences when speaking.</li> </ul>	

## Kindergarten: Information and Media Literacy

<b>Informational Text</b>		<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:		<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:
<ul style="list-style-type: none"> <li>- recognize the purpose of informational text</li> <li>- distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</li> </ul>		<ul style="list-style-type: none"> <li>- identify the purpose of informational text</li> <li>- distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</li> </ul>	<ul style="list-style-type: none"> <li>- identify the purpose of informational text</li> <li>- distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</li> </ul>
<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.K.6.3.1	- recognize print and nonprint media; and		
LA.K.6.3.2	- state the main idea after viewing print media.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will		<b>Intermediate:</b> The student will	<b>Advanced:</b> The student will
<ul style="list-style-type: none"> <li>- recognize print and nonprint media;</li> <li>- illustrate the main idea after viewing print media and hearing it read or described using simple vocabulary, gestures, and illustrations</li> </ul>		<ul style="list-style-type: none"> <li>- recognize print and nonprint media;</li> <li>- illustrate or state the main idea using basic vocabulary after viewing print media</li> </ul>	<ul style="list-style-type: none"> <li>- recognize print and nonprint media;</li> <li>- illustrate or state the main idea after viewing print media</li> </ul>
<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.		
<b>English Language Proficiency Standards</b>			
<b>Beginning:</b> The student will:		<b>Intermediate:</b> The student will:	<b>Advanced:</b> The student will:
<ul style="list-style-type: none"> <li>- use technology (e.g., drawing tools, writing tools) resources to support learning.</li> </ul>		<ul style="list-style-type: none"> <li>- use technology (e.g., drawing tools, writing tools) resources to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>- use technology (e.g., drawing tools, writing tools) resources to support learning.</li> </ul>

