

## Kindergarten English Language Arts Essentials

*Last Updated 12/7/2020*

6 Components of Literacy	Term 1	Term 2	Term 3	Term 4 (Review all essentials for KEEP)
<b>Phonemic Awareness</b>		<b>RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce <b>rhyming words</b>	<b>RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  b. <b>Count, pronounce, blend, and segment syllables</b> in spoken words.  c. Blend and segment <b>onsets and rimes</b> of single-syllable spoken words.	<b>RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  e. <b>Add or substitute individual sounds (phonemes)</b> in simple, one-syllable words to make new words.
<b>Phonics</b>	<b>RF.3</b> Know and apply grade-level phonics and <b>word analysis</b> skills in decoding words.  a. Demonstrate basic knowledge of <b>letter-sound correspondences</b> by producing the primary or most frequent sound for each consonant. <b>13+ sounds for 1st term.</b>  c. Read common <b>high-frequency words by sight</b> (e.g., the, of, to, you, she, my, is, are, do, does). <b>10+ words for 1st term</b>	<b>RF.3</b> Know and apply grade-level phonics and <b>word analysis</b> skills in decoding words.  a. Demonstrate basic knowledge of <b>letter-sound correspondences</b> by producing the primary or most frequent sound for each consonant. <b>All 26 for 2nd-4th terms</b>  c. Read common <b>high-frequency words by sight</b> (e.g., the, of, to, you, she, my, is, are, do, does). <b>25+ words for 2nd term</b>	<b>RF.3</b> Know and apply grade-level phonics and <b>word analysis</b> skills in decoding words.  c. Read common <b>high-frequency words by sight</b> (e.g., the, of, to, you, she, my, is, are, do, does). <b>40+ words for 3rd term</b>	<b>RF.3</b> Know and apply grade-level phonics and <b>word analysis</b> skills in decoding words.  b. Associate the <b>long and short sounds</b> with the common spellings (graphemes) for the <b>five major vowels</b>  c. Read common <b>high-frequency words by sight</b> (e.g., the, of, to, you, she, my, is, are, do, does). <b>All 50 words for 4th term</b>

	<p><b>RF.1</b> Demonstrate understanding of the <b>organization and basic features of print.</b></p> <p>a. Follow words from left to right, top to bottom, and page by page</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name <b>all uppercase and lowercase letters.</b> 13+ letters for 1st term</p>	<p><b>RF.1</b> Demonstrate understanding of the <b>organization and basic features of print.</b></p> <p>d. Recognize and name <b>all uppercase and lowercase letters.</b> All 26 letters for 2nd –4th terms</p>		
<b>Fluency</b>	<b>RF.4</b> Read emergent-reader texts with <b>purpose and understanding.</b>			
<b>Vocabulary</b>	<b>SL.6</b> Speak audibly and <b>express thoughts, feelings, and ideas</b> clearly			

<p><b>Comprehension</b></p> <p><u>Seven Essential Skills</u></p> <p><a href="#">See PDF</a></p> <p>Summarize</p> <p>Identify Words and Meaning</p> <p>Synthesize Information</p> <p>Make Connections</p> <p>Cite Evidence</p> <p>Text Structure</p> <p>Inference</p>	<p><b>RL.1</b> With prompting and support, ask and answer questions about <b>key details in a text</b>.</p> <p><b>RL.6</b> With prompting and support, name the <b>author and illustrator of a story and define the role</b> of each in telling the story.</p> <p><b>RI.1</b> With prompting and support, ask and answer questions about <b>key details in a text</b>.</p> <p><b>RI.5</b> Identify the <b>front cover, back cover, and title page of a book</b>.</p> <p><b>RI.6</b> Name the <b>author and illustrator of a text and define the role</b> of each in presenting the ideas or information in a text.</p>	<p><b>RL.2</b> With prompting and support, <b>retell familiar stories</b>, including key details.</p> <p><b>RI.2</b> With prompting and support, <b>identify the main topic and retell key details</b> of a text.</p>	<p><b>RL.2</b> With prompting and support, <b>retell familiar stories</b>, including key details.</p> <p><b>RI.2</b> With prompting and support, <b>identify the main topic and retell key details</b> of a text.</p> <p><b>RI.3</b> With prompting and support, <b>identify characters, settings, and major events</b> in a story.</p> <p><b>RI.3</b> With prompting and support, <b>describe the connection between two individuals, events, ideas, or pieces of information</b> in a text.</p>	<p><i>Review all</i></p>
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<b>Writing</b>	<p><b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. With guidance and support, <b>identify and write many upper - and lowercase letters</b>, including those in the student's name.</p>	<p><b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. With guidance and support, <b>identify and write many upper - and lowercase letters</b>, including those in the student's name.</p>	<p><b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. With guidance and support, <b>identify and write many upper - and lowercase letters</b>, including those in the student's name.</p> <p><b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. <b>Capitalize the first word in a sentence and the pronoun I.</b></p> <p>b. Recognize and name <b>end punctuation</b>.</p>	<p><b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most <b>consonant and short-vowel sounds</b> (phonemes).</p> <p>d. <b>Spell simple words phonetically</b>, drawing on knowledge of sound-letter relationships.</p>
		<p><b>W.1</b> Use a combination of drawing, dictating, and writing to compose <b>opinion pieces</b> in which they tell a reader the topic or the name of the book they are writing about and <b>state an opinion or preference about the topic or book</b> (e.g., My favorite book is...).</p>	<p><b>W.3</b> Use a combination of drawing, dictating, and writing to <b>narrate a single event</b> or several loosely linked events, <b>tell about the events in the order in which they occurred, and provide a reaction to what happened.</b></p>	<p><b>W.2</b> Use a combination of drawing, dictating, and writing to compose <b>informative/explanatory texts</b> in which they name what they are writing about and <b>supply some information about the topic.</b></p>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>

**ESSENTIAL STANDARDS:** “Learning standards that are most essential because they possess qualities of endurance, leverage, and readiness for success at the next level” (DuFour, DuFour, Eaker and Many, 2010, p. 71).

Douglas Reeves offers “a three-part test for teams to consider as they assess the significance of a particular standard:

- “Does the standard have **ENDURANCE**? Do we really expect students to retain the knowledge and skills [throughout their lifetimes] as opposed to merely learning it for a test? [i.e. *Learning how to read and how to interpret a map*]
- “Does the standard have **LEVERAGE**? Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines? [i.e. *The ability to interpret and construct graphs, tables, and charts will help the student in math, science, history/social science*]
- “Does the standard provide **READINESS FOR THE NEXT LEVEL OF INSTRUCTION**? Is it essential for success in the next unit, course, or grade level? [i.e. *Knowledge of multiplication and division facts is necessary to develop proficiency in adding & subtracting unlike fractions and in reducing answers to lowest terms*]” (DuFour, DuFour, Eaker and Many, 2010, p. 65).