

KINDERGARTEN

Course Overview

MCPS English Language Arts teaching and learning in kindergarten are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- listen to, and read a wide range of both literary and informational texts, poetry, and songs;
- discuss what they hear and what they read, demonstrating an understanding of basic story elements and informational text features.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), information/explanatory, and narrative pieces that draw upon the literary and informational texts they listen to and read. With guidance and support, students:

- routinely produce clear and coherent writing appropriate for kindergarten;
- conduct short research projects;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- participate in collaborative discussions following agreed-upon rules while practicing the skill of responding to one another appropriately;
- ask and answer questions to confirm understanding of a text read aloud or information presented either orally or through media;
- add drawings or visuals to descriptions to provide detail.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a kindergarten grade level;
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Units

Indian Education for All Titles

- *Dancing With Cranes* by Ron Hall
- *Good Luck Cat* by Joy Harjo
- *Little Duck Sikihips* by Beth Cuthand

Science

- Properties of Matter
- Dinosaurs/Fossils
- Observe and Describe Animals

Social Studies

Learning and Working Now and Long Ago

- Learning to Work Together
- Exploring, Creating, and Communicating
- Reaching Out to Times Past

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. K.RL. 1 - With prompting and support, ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know how to ask and answer questions about a book.
- b) I know the important facts in a book.
- c) I can ask and answer questions about important facts in a text.

2. K.RL. 2 - With prompting and support, retell familiar stories, including key details. Include stories by and about American Indians.

LEARNING TARGETS

- a) I know how to retell familiar stories.
- b) I can retell familiar stories using key details; including stories by and about American Indians.

3. K.RL. 3 - With prompting and support, identify characters, settings, and major events in a story.

LEARNING TARGETS

- a) I know the characters in the story.
- b) I know the setting of the story.
- c) I know what the story is about.
- d) I can tell who the characters are in the story.
- e) I can tell when and where the story takes place.
- f) I can retell the main events in the story.

Craft and Structure

4. K.RL. 4 - Ask and answer questions about unknown words in a text.

LEARNING TARGETS

- a) I know to ask questions about words I do not know.
- b) I can ask and answer questions about words I do not know in a story.

5. K.RL. 5 - Recognize common types of texts (e.g. storybooks, poems).

LEARNING TARGETS

- a) I know there are different kinds of stories.
- b) I can tell if a book is a story or poem.

6. K.RL. 6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LEARNING TARGETS

- a) I know what the author does in a story.
- b) I know what the illustrator does in a story.
- c) I can name the author and explain the role of an author.
- d) I can name the illustrator and explain how pictures help tell the story.

Integration of Knowledge and Ideas

7. K.RL. 7 - 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).

LEARNING TARGETS

- a) I know that pictures help tell the story.
- b) I can match pictures to the events in the story.

8. (Not applicable to literature)

9. K.RL. 9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

LEARNING TARGETS

- a) I know that characters in different stories can have the same or different experiences.
- b) I can name details about characters that are the same or different; including details about American Indians.

Range of Reading and Level of Text Complexity

10. K.RL. 10 - Actively engage in group reading activities with purpose and understanding.

LEARNING TARGETS

- a) I know how to work in a group activity with understanding.
- b) I can participate in group activities.

Reading Standards for Informational Text

Key Ideas and Details

1. K.RI.1 - With prompting and support, ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know how to ask and answer questions about a book.
- b) I know the important facts in a book.
- c) I can ask and answer questions about important facts in a text.

2. K.RI. 2 - With prompting and support, identify the main topic and retell key details of a text.

LEARNING TARGETS

- a) I know what or who the book is about.
- b) I know some facts that are in a book.
- c) I can tell what or who a book is about with prompting and support.
- d) I can tell facts about a book with prompting and support.

3. K.RI. 3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know facts about the topic and how it connects with another topic.
- b) I can tell facts about the topic of a book and how they connect with other topics; including books about American Indians.

Craft and Structure

4. K.RI. 4 - With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases with cultural significance to American Indians.

LEARNING TARGETS

- a) I know how to ask and answer questions about new words in a variety of texts.
- b) I know some key words of the American Indian culture.
- c) I can ask and answer questions about new words.
- d) I can recognize some key words of the American Indian culture.

5. K.RI. 5 - Identify the front cover, back cover, and title page of a book.

LEARNING TARGETS

- a) I know the front cover and back cover of a book.
- b) I know the title page.
- c) I can point to the front and back cover of a book.
- d) I can point to the title page of a book.

6. K.RI. 6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

LEARNING TARGETS

- a) I know the author uses words to show facts in a book.
- b) I know the illustrator uses pictures to show facts in a book.
- c) I can tell who the author is and how he/she helps me learn facts.
- d) I can tell who the illustrator is and how he/she helps me learn facts.

Integration of Knowledge and Ideas

7. K.RI. 7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LEARNING TARGETS

- a) I know that pictures tell me about the words in the book.
- b) I can name what the pictures tell me about the topic.

8. K.RI. 8 - With prompting and support, identify the reasons an author gives to support points in a text.

LEARNING TARGETS

- a) I know facts that tell about the topic.
- b) I can identify the topic and tell facts about it.

9. K.RI. 9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LEARNING TARGETS

- a) I know what is the same and different in two different books.
- b) I can compare and contrast two different books on the same topic.

Range of Reading and Level of Text Complexity

10. K.RI.10 - Actively engage in group reading activities with purpose and understanding.

LEARNING TARGETS

- a) I can work in a group activity with understanding.
- b) I can participate in group activities.

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. K.RF.1.a - Follow words from left to right, top to bottom, and page by page.

LEARNING TARGETS

- a) I know words go from left to right.
- b) I know to start at the top of a book and go to the bottom.
- c) I know to turn the pages.
- d) I can use my finger to show the direction of the words.
- e) I can start at the top of a book and go to the bottom.
- f) I can turn the page in the right direction.

b. K.RF. 1.b - Recognize that spoken words are represented in written language by specific sequences of letters.

LEARNING TARGETS

- a) I know that letters make words and words tell the story.
- b) I can tell that letters make words and that words tell a story.

c. K.RF. 1.c - Understand that words are separated by spaces in print.

LEARNING TARGETS

- a) I know that letters form words and words are separated by spaces.
- b) I can count the words in a sentence.

d. K.RF. 1.d - Recognize and name all upper- and lowercase letters of the alphabet.

LEARNING TARGETS

- a) I know the names and can match all of the upper and lower case letters.
- b) I can name all of the upper and lower case letters.
- c) I can match all of the upper and lower case letters.

Phonological Awareness

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

a. K.RF. 2.a - Recognize and produce rhyming words.

LEARNING TARGETS

- a) I know that words have parts.
- b) I know that some words sound the same at the end.
- c) I can clap or jump the parts of the words.
- d) I can hear and say words that end the same.

b. K.RF. 2.b - Count, pronounce, blend, and segment syllables in spoken words.

LEARNING TARGETS

- a) I know that words are made up of sounds and parts.
- b) I can blend the sounds together to say a word.
- c) I can clap each part of a word.

c. K.RF. 2.c - Blend and segment onsets and rhymes of single-syllable spoken words.

LEARNING TARGETS

- a) I know the beginning sounds of words.
- b) I know the endings of words.
- c) I can blend the beginning sound with ending sounds to make words.

d. K.RF. 2.d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

(This does not include CVCs ending with /l/, /r/, or /x/.) Words, syllables or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

LEARNING TARGETS

- a) I can say each sound in a /CVC/ word.

e. K.RF. 2.e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

LEARNING TARGETS

- a) I know how to change a sound in a word to make a new word.
- b) I can change a sound in a word to make a new word.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. K.RF. 3.a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

LEARNING TARGETS

- a) I know to make the correct sound for each letter.
- b) I can say the correct sound for each letter.

b. K.RF. 3.b - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

LEARNING TARGETS

- a) I know the vowels in the alphabet.
- b) I know the five short vowel sounds.
- c) I know the five long vowel sounds.
- d) I know there are different spellings for vowel sounds.

c. K.RF. 3.c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

LEARNING TARGETS

- a) I know how to read the sight words.
- b) I can read the sight words.

d. K.RF. 3.d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

LEARNING TARGETS

- a) I know that letters can change a word.
- b) I can name the letters that are different when comparing two words.

Fluency

4. K.RF. 4 - Read emergent-reader texts with purpose and understanding.

LEARNING TARGETS

- a) I know how to read and understand a book at my level.
- b) I can read and understand a book at my level.

Writing Standards

Text Types and Purposes

1. K.WR. 1 - 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 (e.g., My favorite book is...).

LEARNING TARGETS

- a) I know how to draw, use words, and write about ideas.
- b) I can use words to tell my thoughts.
- c) I can share my ideas through writing.
- d) I can write my ideas on paper using words and pictures.

2. K.WR. 2 - 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.

LEARNING TARGETS

- a) I know a variety of ways to draw, write, and use words to inform.
- b) I can write lists, messages and stories to show what I know about a topic.
- c) I can label my drawings to describe a topic.

3. K.WR. 3 - 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.

LEARNING TARGETS

- a) I know a variety of ways to draw, write and use words to describe one or more events.
- b) I can use words to put ideas in order.
- c) I can use drawings to put ideas in order.
- d) I can write to put ideas in order.

Production and Distribution of Writing

5. K.WR. 5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LEARNING TARGETS

- a) I know how to respond to questions and suggestions about my writing.
- b) I can respond to questions to help make my writing better.

6. K.WR. 6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

LEARNING TARGETS

- a) I know to explore and share my writing with digital tools. (e.g. computer, iPad, Netbook)
- b) I can use a variety of digital tools to be creative and share my writing with my peers.

Research to Build and Present Knowledge

7. K.WR. 7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to participate and learn about authors.
- b) I can share my thoughts and write ideas about authors; including books by American Indians.

8. K.WR. 8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, include sources by and about American Indians.

LEARNING TARGETS

- a) I know to use schema to provide answers to a question about my writing.
- b) I know to gather information to answer a question about my writing.
- c) I can use my experiences to answer questions.
- d) I can gather information for my writing; including information about or by American Indians.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. K.SL. 1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

LEARNING TARGETS

- a) I know how to follow rules for discussion.
- b) I can be a responsible listener.
- c) I can take turns speaking in small and large groups.

b. K.SL. 1.b - Continue a conversation through multiple exchanges.

LEARNING TARGETS

- a) I know how to continue a conversation on topic in a small or large group.
- b) I can stay on topic in a small or large group discussion.

2. K.SL. 2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LEARNING TARGETS

- a) I know to question my understanding when listening to information.
- b) I know to answer questions about my understanding when listening to information.
- c) I can ask and answer questions about ideas I don't understand.

3. K.SL. 3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LEARNING TARGETS

- a) I know to ask and answer questions to get information.
- b) I can ask and answer questions to get information I don't understand.

Presentation of Knowledge and Ideas

4. K.SL. 4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LEARNING TARGETS

- a) I can describe people, places, events and things using details.

5. K.SL. 5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

LEARNING TARGETS

- a) I know to how to draw pictures of my thoughts.
- b) I can draw people, places, events, and things to show more about my ideas.

6. K.SL. 6 - Speak audibly and express thoughts, feelings, and ideas clearly.

LEARNING TARGETS

- a) I know to speak clearly about my thoughts, feelings, and ideas.
- b) I can use my words to speak clearly about my thoughts, feelings, and ideas.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. K.LS. 1.a - Print many upper- and lowercase letters.

LEARNING TARGETS

- a) I know the upper and lowercase letters
- b) I can write the upper and lowercase letters.

b. K.LS. 1.b - Use frequently occurring nouns and verbs.

LEARNING TARGETS

- a) I know a person, place, things or event is a noun.
- b) I know a verb is a word to describe what is happening with a person, place, thing or event.
- c) I can name or write words that identify nouns.
- d) I can use action words to describe a person, place, thing, or event.

c. K.LS. 1.c - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

LEARNING TARGETS

- a) I know plural nouns end with /s/ or /es/.
- b) I can make nouns plural.

d. K.LS. 1.d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

LEARNING TARGETS

- a) I know words to ask questions.
- b) I can use who, what, where, when, why, how to begin a question.

e. K.LS. 1.e - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

LEARNING TARGETS

- a) I know common prepositions.
- b) I can use common prepositions in a sentence.

f. K.LS. 1.f - Produce and expand complete sentences in shared language activities.

LEARNING TARGETS

- a) I know how to form a complete sentence.
- b) I can speak and write using complete sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. K.LS. 2.a - Capitalize the first word in a sentence and the pronoun I.

LEARNING TARGETS

- a) I know to capitalize the first word in a sentence and the pronoun "I".
- b) I can write sentences with a capital letter at the beginning.
- c) I can write a sentence using the pronoun "I" as a capital letter.

b. K.LS. 2.b - Recognize and name end punctuation.

LEARNING TARGETS

- a) I know proper end punctuation (!?).
- b) I can write a sentence ending with a question mark.
- c) I can write a sentence ending with a period.
- d) I can write a sentence ending with an exclamation point.

c. **K.LS. 2.c - Write a letter or letters for most consonant and short-vowel sounds (phonemes).**

LEARNING TARGETS

- a) I know letters make sounds.
- b) I can write the letter or letters that make individual sounds.

d. **K.LS. 2.d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

LEARNING TARGETS

- a) I know words are made from sounds and letters.
- b) I can use letters and sounds to write words.

Vocabulary Acquisition and Use

4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

a. **K.LS. 4.a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

LEARNING TARGETS

- a) I know words have different meanings.
- b) I can use the same word in different sentences.

b. **K.LS. 4.b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**

LEARNING TARGETS

- a) I know words have other beginnings and endings.
- b) I can add a beginning to a word and understand what it means.
- c) I can add an ending to a word and understand what it means.

5. **With guidance and support from adults, explore word relationships and nuances in word meanings.**

a. **K.LS. 5.a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**

LEARNING TARGETS

- a) I know how to sort and classify.
- b) I can sort words into groups.

b. **K.LS. 5.b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

LEARNING TARGETS

- a) I know common opposites (antonyms).
- b) I can identify common word opposites.

c. **K.LS. 5.c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).**

LEARNING TARGETS

- a) I can connect to the real world.

d. K.LS. 5.d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

LEARNING TARGETS

- a) I can act out words.

6. K.LS. 6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LEARNING TARGETS

- a) I know words and phrases.
- b) I can use new words and phrases.