

KINDERGARTEN**Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [I] • Orally blend isolated sounds into spoken one syllable words.
- [I] • Orally blend the phonemes of a one syllable word: /c/-/a/-/t/ = cat.
- [I] • Identify the following phonetic elements:
 - a. capital and lower case letters
 - b. sequencing of letters of the alphabet
 - c. vowels or consonants
 - d. the sounds of consonants in any position
 - e. initial, medial, and final consonant sounds they represent
 - f. the sounds of the short and long vowels
 - g. rhyming elements containing short and long vowels
- [I] • Use inventive spelling in stories.
- [I] • “Read” his/her own inventive spelling.

Reading: Meaning Construction

The learner will:

- [I – D] • Listen attentively to stories and poems read aloud.
- [I – D] • Predict events of a story using picture cues before and during reading.
- [I – D] • Compare and contrast different versions of the same story.
- [I] • Tell the most interesting part of a story.
- [I – D] • Retell a story following a shared reading experience.
- [I] • Identify/discuss characters within a story.

KINDERGARTEN**Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Identify/discuss setting of a story.
- [I] • Create an ending for a read aloud story.
- [I – D] • Relate ideas in sequence:
 - a. arrange pictures in sequence
 - b. indicate first, next, last
- [I] • Predict what will happen next in a series of pictures or in a story.
- [I] • Answer a question that requires drawing a conclusion.
- [I] • State a cause and effect relationship after looking at a picture or listening to a story.
- [I] • Classify objects according to use and categories.
- [I] • Demonstrate and/or follow two or three step oral directions.

Reading: Application

The learner will:

- [I] • Choose age- and ability- appropriate material for a variety of reading purposes.
- [I] • Read for a sustained period of time every day. (This should increase with age, experience, and ability.)
- [I] • Communicate thoughts, feelings, judgments, understanding, and attitudes about reading material.

KINDERGARTEN**Reading: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Identify the parts of a book including title page, table of contents, author and illustrator.
- [I – D] • Demonstrate book handling skills.

Reading: Multidisciplinary

The learner will:

- [I – D] • Read to and with others.
- [I – D] • Be attentive to books and pictures, presented by the teacher and related to a central class theme.
- [I – D] • Select books related to a central class theme.
- [I – D] • Discuss a book or story read aloud.
- [I] • Engage in multimedia activities related to books and themes.
- [I] • Use reading for learning, thinking, and sharing.
- [I] • Identify signs and symbols used across the curriculum content areas (maps, temperature, charts).

Writing: Structure

The learner will:

- [I] • Use individual writing/drawing for a variety of purposes.

KINDERGARTEN**Writing: Structure (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [I – D] • Use some conventions of print:
- a. demonstrate left to right progression
 - b. increase use of correct letter formation
 - c. use uppercase letters in the beginning of names and sentences
 - d. use ending punctuation (period, question mark)
 - e. demonstrate proper spacing
 - f. print all capital letters and some lower case letters of the alphabet
- [I – D] • Write own first and last name.
- [I] • Explore his/her own voice through the use of personal, high interest vocabulary when writing.
- [I] • Demonstrate letter-sound correspondence in writing.
- [I – D] • Use coordinated eye-hand movement:
- a. work from left to right
 - b. mark answers, i.e., underline, draw a line across, mark with X or O
 - c. locate pages
 - d. hold pencil or crayon correctly
 - e. fold paper
 - f. complete a puzzle
 - g. cut along a line

Writing: Meaning Construction

The learner will:

- [I – D] Listen and contribute in group prewriting activities (charts, brainstorming, etc.).
- [I] • Dictate/write labels, sentences, and stories simulated by real-life events.

KINDERGARTEN**Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Use descriptive words when dictating or writing.
- [I] • Dictate a sequence of events to prepare for writing a narrative.
- [I] • Demonstrate the ability to discuss personal writing.

Writing: Mechanics / Grammar

No objectives.

Writing: Application

The learner will:

- [I] • Compose, draw, dictate, and/or write stories and poems.
- [I] • Communicate, draw, dictate, and print for practical purposes.
- [I] • Share compositions (drawn, dictated, written) with a variety of audiences.
- [I] • Write daily.

Writing: Multidisciplinary

The learner will:

- [I] • Compose (draw, dictate, write) labels, captions, events, and stories in response to a theme or content area.
- [I] • Compose in small or large groups.