

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Language Arts**  
**Kindergarten**

**Standard 1: Reading Process**

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p><b>Goal 1.1: Acquire Concepts About Print</b></p>	<ul style="list-style-type: none"> <li>• K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction.</li> <li>• K.LA.1.1.2 Track or follow print when listening to a familiar text being read.</li> <li>• K.LA.1.1.3 Follow words from left to right and from top to bottom on the printed page.</li> <li>• K.LA.1.1.4 Identify the difference between a letter, a word, and a sentence.</li> <li>• K.LA.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word.</li> <li>• K.LA.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning with own name, identify rhyming words. Plays such games as “Willaby Wallaby Woo.”</li> <li>• Participate in such oral language skills as chants, songs, poetry, and books that contain rhyming words.</li> <li>• Participate in such completion activities as Jack and Jill went up the _____.</li> <li>• Participate in such production activities as responding to a teacher’s word with a rhyming word.</li> <li>• Participate in such recognition activities to determine whether a pair of orally presented word rhyme.</li> <li>• During shared reading, view modeled concepts of print.</li> <li>• Revisit pocket charts, big books, and large print poems and songs.</li> <li>• Cut up sentence strips and reassemble. Use pocket chart;</li> </ul>	<ul style="list-style-type: none"> <li>• Harcourt Trophies</li> <li>• Waterford</li> <li>• Lexia</li> <li>• Star</li> <li>• AR</li> </ul>	

		<p>participate in activities that enhance CAP, such as letter and word isolation, sound position, identifying word patterns.</p> <ul style="list-style-type: none"> <li>• Join in and repeat patterns of repetitive text.</li> </ul>		
<b>Goal 1.2: Acquire Concepts About Text</b>	<ul style="list-style-type: none"> <li>• K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).</li> <li>• K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title. (671.01.h)</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>		
<b>Goal 1.3: Acquire Phonological Awareness Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man). (671.01.b)</li> <li>• K.LA.1.3.2 Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). (671.01.b)</li> <li>• K.LA.1.3.3 Orally produce groups of words that begin with the same initial sounds.</li> <li>• K.LA.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).</li> <li>• K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) and tell what word is made. (671.01.d)</li> <li>• K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word. (671.01.g)</li> <li>• K.LA.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme).</li> <li>• K.LA.1.3.8 Identify the number of syllables in a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills at left are examples of application</li> <li>• Match pictures</li> </ul>		

<b>Goal 1.4: Acquire Decoding Skills Using Word Parts</b>	<ul style="list-style-type: none"> <li>• K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters. (671.01.f)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill at left is an example of application.</li> <li>• Go fish</li> <li>• Memory card game</li> <li>• Rapid naming chart</li> </ul>		
<b>Goal 1.5: Acquire Decoding Skills Using Syllabication</b>	<ul style="list-style-type: none"> <li>• K.LA.1.5.1 Name upper and lowercase letters. (671.01.e)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill at left is an example of application.</li> </ul>		
<b>Goal 1.6: Acquire Decoding Skills Using Context</b> No objectives at this grade level.		<ul style="list-style-type: none"> <li>• Matching text to pictures using initial consonant sounds</li> </ul>		
<b>Goal 1.7: Acquire Fluency</b>	<ul style="list-style-type: none"> <li>• K.LA.1.7.1 Read at least 25 one-syllable high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid letter naming</li> <li>• Flash cards</li> <li>• Find words/read in text</li> <li>• Build sentences</li> </ul>		
<b>Goal 1.8: Vocabulary and Concept Development</b>	<ul style="list-style-type: none"> <li>• K.LA.1.8.1 Classify common words in to basic categories.</li> <li>• K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written).</li> <li>• K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.</li> </ul>	<ul style="list-style-type: none"> <li>• After story, connect the children's background to the story.</li> <li>• After reading <u>The Gingerbread Man</u>, create a character from the story to act out.</li> </ul>		

### **Standard 2: Comprehension/Interpretation**

Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Acquire Strategies and Skills for Comprehending Text</b>	<ul style="list-style-type: none"> <li>• K.LA.2.1.1 Tell the purpose for reading text.</li> <li>• K.LA.2.1.3 Connect the information and events in texts to self.</li> <li>• K.LA.2.1.4 Use picture clues and context to aid comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Compare text</li> <li>• Oral/guided reading</li> <li>• Draw beginning/middle/end of story.</li> <li>• Using predicting strategies, participate in pre-reading discussion of the</li> </ul>	<ul style="list-style-type: none"> <li>• Harcourt Trophies</li> <li>• Supplementary texts - predecodable and decodable.</li> </ul>	

		<ul style="list-style-type: none"> <li>book.</li> <li>Connect background experience with those of other children.</li> </ul>		
<b>Goal 2.2: Acquire Skills to Comprehend Expository Text</b>	<ul style="list-style-type: none"> <li>K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.</li> <li>K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.</li> <li>K.LA.2.2.3 Identify and sequence information from expository text into correct order using pictures clues.</li> <li>K.LA.2.2.4 Follow two- or-three step directions using picture clues.</li> </ul>	<ul style="list-style-type: none"> <li>Story retelling</li> <li>Graphic organizer</li> <li>KWL</li> </ul>		
<b>Goal 2.3: Acquire Skills for Comprehending Literary Text</b>	<ul style="list-style-type: none"> <li>K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary.</li> <li>K.LA.2.3.2 Orally identify the characters in a story that is read aloud.</li> <li>K.LA.2.3.3 Orally identify the setting in a story read aloud.</li> <li>K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. (671.03.a; 671.03.b)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a story discussion.</li> <li>Draw pictures to illustrate a story.</li> <li>Complete worksheets from one of the literacy response trade book.</li> <li>Create map to represent story events.</li> <li>Create a story timeline.</li> </ul>		

### **Standard 3: Writing Process**

Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

<b><i>Goal – The student will:</i></b>	<b><i>Objectives (to be reached by the end of Kindergarten)</i></b>	<b><i>Samples of Applications</i></b>	<b><i>Curriculum Materials (including technological resources)</i></b>	<b><i>Key Vocabulary for Standard 3</i></b>
<b>Goal 3.1: Acquire Prewriting Skills</b>	<ul style="list-style-type: none"> <li>K.LA.3.1.1 Participate in generating ideas using prewriting strategies (e.g., whole class discussion).</li> <li>K.LA.3.1.2 Draw a picture about a story idea generated through discussion.</li> </ul>	Participate in writing process: <ul style="list-style-type: none"> <li>Listen and watch as teacher models steps for drafting a piece of writing, thinking aloud about what to</li> </ul>	<ul style="list-style-type: none"> <li>Harcourt Trophies</li> </ul>	

		<p>write, how to sound out words, and writing sounds heard in words.</p> <ul style="list-style-type: none"> <li>• Brainstorm ideas and topics about which to write.</li> <li>• Write daily</li> <li>• With assistance choose and develop topics.</li> <li>• Create text which includes material that is developmentally appropriate for kindergarten: pictures, dictated ideas about pictures, scribble writing, letter strings, phonetic spelling.</li> <li>• Read own writing to classmates.</li> </ul>		
<b>Goal 3.2: Acquire Skills for Writing a Draft</b>	<ul style="list-style-type: none"> <li>• K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>		
<b>Goal 3.3: Acquire Skills for Revising a Draft</b> - No objectives at this grade level.				
<b>Goal 3.4: Acquire Skills for Editing a Draft</b> - No objectives at this grade level.				
<b>Goal 3.5: Acquire Skills to Publish Writing</b>	<ul style="list-style-type: none"> <li>• K.LA.3.5.1 Publish and illustrate draft with assistance.</li> <li>• K.LA.3.5.2 Share writing with intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• See above Goal 3.1</li> </ul>		

#### **Standard 4: Writing Applications**

Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Acquire Expressive (Narrative / Creative) Writing Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing. (672.03.a)</li> <li>• K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing center</li> <li>• Teacher demonstration at circle</li> <li>• Journals</li> <li>• Letter writing</li> </ul>	<ul style="list-style-type: none"> <li>• Harcourt Trophies</li> </ul>	
<b>Goal 4.2: Acquire Expository</b>	<ul style="list-style-type: none"> <li>• K.LA.4.2.1 Participate in creating written communications (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• Math journals</li> <li>• Science logs</li> <li>• Clipboards</li> </ul>		

<b>(Informational /Research) Writing Skills</b>	message, graphs) by dictating, drawing, or writing.	<ul style="list-style-type: none"> <li>• Postcards</li> </ul>		
<b>Goal 4.3: Acquire Persuasive Writing Skills</b> - No objects at this grade level.				
<b>Goal 4.4: Acquire Skills for Literary Response</b>	<ul style="list-style-type: none"> <li>• K.LA.4.4.1 Respond orally to identify a connection between the text and self.</li> <li>• K.LA.4.4.2 Respond orally to a text read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Write thank you notes</li> <li>• Letters</li> </ul>		

### **Standard 5: Writing Components**

Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

<i>Goal – The student will:</i>	<i>Objectives (to be introduced and practiced by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Acquire Handwriting Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.5.1.1 Write upper and lowercase letters of the alphabet. (681.01.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Letter/sound association writing</li> <li>• Practice sequential order</li> <li>• Correct pencil grip.</li> <li>• Correct letter formation using district’s handwriting curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Harcourt Trophies</li> </ul>	
<b>Goal 5.2: Acquire Spelling Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.5.2.1 Spell correctly first name.</li> <li>• K.LA.5.2.2 Use invented spelling to spell independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Write from left to right and top to bottom.</li> <li>• Begin a sentence with a capital letter.</li> <li>• End a sentence with a period.</li> <li>• Practice and apply conventional spelling by copying environmental print found in the classroom on cards, word wall, and in books.</li> <li>• Demonstrate developmental stages of spelling: pictures, scribble, writing, random letter strings, and phonetic spelling.</li> </ul>		
<b>Goal 5.3: Acquire Skills for Sentence Structure</b>	<ul style="list-style-type: none"> <li>• K.LA.5.3.1 Write left to right, top to bottom, with appropriate spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>• See above.</li> </ul>		

<b>Goal 5.4: Acquire Skills for Using Conventions</b>	<ul style="list-style-type: none"> <li>• K.LA.5.4.1 Use capital letter in first name.</li> </ul>	<ul style="list-style-type: none"> <li>• See above.</li> </ul>		
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**Standard 6: Communication**

Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 6</i>
<b>Goal 6.1: Acquire Listening Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.</li> <li>• K.LA.6.1.2 Listen for specific answers in order to respond to questions. (673.03.a)</li> <li>• K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions. (673.04)</li> <li>• K.LA.6.1.4 Listen to acquire information from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a signal to get ready to listen such as “Freeze,” ring a bell, flip off of lights, etc. At signal children should stop, look at the speaker, keep hands and feet still, and voices off.</li> <li>• Participate in discussions by contributing relevant ideas, opinions, and background information.</li> <li>• Throughout the year increase the ability to sit and listen attentively.</li> <li>• Participate in activities to increase critical listening skills such as comparing shaker container for matching sounds and naming what is in them and then naming which sound came first, second, and third.</li> <li>• Participate in phonemic awareness activities.</li> <li>• During the reading of a book: listen for specific information such as conclusion of a story, related information requested such as listening for</li> </ul>	<ul style="list-style-type: none"> <li>• Harcourt Trophies</li> </ul>	

		<p>what birds eat during the reading of science books on birds and where the story is taking place.</p> <ul style="list-style-type: none"> <li>• Listen for beginning sounds of words.</li> <li>• Listen to and follow 3-step directions.</li> </ul>		
<b>Goal 6.2: Acquire Speaking Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences.</li> <li>• K.LA.6.2.2 Name and describe two to three objects that are related to a concept: <ul style="list-style-type: none"> <li>• Name the object.</li> <li>• Name the category in which the object belongs.</li> <li>• Name the function(s) of the object.</li> <li>• Name the attributes.</li> <li>• Make comparisons.</li> </ul> </li> <li>• K.LA.6.2.3 Recite short poems, rhymes, and songs.</li> <li>• K.LA.6.2.4 Tell an experience or creative story in a logical sequence. (674.03.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions in complete sentences.</li> <li>• Ask simple questions.</li> <li>• Orally sequence a story with a clear beginning, middle and end.</li> <li>• Respond verbally such as “I like the way...,” “My favorite part was...”</li> </ul>		
<b>Goal 6.3: Acquire Viewing Skills</b>	<ul style="list-style-type: none"> <li>• K.LA.6.3.1 Demonstrate awareness of different media. (675.01.a)</li> <li>• K.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. (675.01.b)</li> <li>• K.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. (675.03.a)</li> </ul>	<ul style="list-style-type: none"> <li>• View the following using: <ul style="list-style-type: none"> <li>• videos</li> <li>• computers</li> <li>• overhead projectors</li> </ul> </li> <li>• During time of day when students make own activity choices, explore such favorite media as the listening center, computers, overhead projectors.</li> <li>• During discussion, demonstrate understanding of which facts are real and which are pretend.</li> <li>• Stranger Awareness video</li> </ul>		