

Kindergarten

During the Kindergarten year, children experience the enjoyment of reading. They retell familiar stories and talk about stories that someone reads to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to age-appropriate classic and contemporary literature, Mother Goose nursery rhymes, alphabet books, and even beginner's dictionaries. They discuss ideas and tell stories for someone to write down, and they begin to write and draw pictures for other readers. They begin to learn the rules of Standard English and more about communicating with others.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- K.1.1 Identify the front cover, back cover, and title page of a book.
- K.1.2 Follow words from left to right and from top to bottom on the printed page.
- K.1.3 Understand that printed materials provide information.
- K.1.4 Recognize that sentences in print are made up of separate words.
- K.1.5 Distinguish letters from words.
- K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

*Phonemic Awareness**

- K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
Example: Listen to the sounds /f/, /m/, /s/ or /ll/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.
- K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
Example: Listen to the word *bat* and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word *brother*.
- K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- K.1.10 Say rhyming words in response to an oral prompt.
Example: Say a word that rhymes with *cat*.
- K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.
Example: Tell what sound you hear at the beginning of the word *girl*.
- K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
- K.1.13 Count the number of syllables in words.

- * When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.

Decoding and Word Recognition

- K.1.14 Match all consonant sounds (*mad*, *red*, *pin*, *top*, *sun*) to appropriate letters.
- K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.
- K.1.16 Use self-correcting strategies when reading simple sentences.
- K.1.17 Read their own names.
- K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
- K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.

Vocabulary and Concept Development

- K.1.20 Identify and sort common words in basic categories.
Example: Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods. Tell the names of some favorite colors.
- K.1.21 Identify common signs and symbols.
Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.
- K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.

Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.

Structural Features of Informational and Technical Materials

- K.2.1 Locate the title and the name of the author of a book.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
Example: Tell how and where bees gather pollen after listening to a book about bees such as *The Honeymakers* by Gail Gibbons.
- K.2.3 Generate and respond to questions (*who*, *what*, *where*).
- K.2.4 Identify types of everyday print materials.
Example: Walk around the school and identify the signs in the school, such as EXIT,

Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.

- K.2.5 Identify the order (first, last) of information.
Example: Listen to and look at the information in a book such as *Going on a Whale Watch* by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.

Standard 3

READING: Comprehension and Analysis of Literary Text

*Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.*

Analysis of Grade-Level-Appropriate Literary Text

- K.3.1 Distinguish fantasy from reality.
Example: Listen to *The Day Jimmy's Boa Ate the Wash*, Trinka Hakes Noble's story about a class field trip to a farm, and *Farming*, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.
- K.3.2 Retell (beginning, middle, end) familiar stories.
Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.
- K.3.3 Identify characters, settings, and important events in a story.
Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.
- K.3.4 Identify favorite books and stories.
- K.3.5 Understand what is heard or seen by responding to questions (*who, what, where*).

Standard 4

WRITING: Processes and Features

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

- K.4.1 Discuss ideas to include in a story.
- K.4.2 Tell a story that the teacher or some other person will write.
- K.4.3 Write using pictures, letters, and words.
- K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
Example: Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as

they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.

K.4.5 Write by moving from left to right and from top to bottom.

Research Process and Technology

K.4.6 Ask *how* and *why* questions about a topic of interest.

K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).

K.4.8 Organize and classify information into categories of how and why or by color or size.

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

K.5.1 Draw pictures and write words for a specific reason.
Example: Draw a picture or write to a friend or a family member to tell about something new at school.

K.5.2 Draw pictures and write for specific people or persons.
Example: Write or dictate an invitation to a parent to attend a classroom event.

Standard 6

WRITING: English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

Spelling

K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
Example: Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

K.7.1 Understand and follow one- and two-step spoken directions.

Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences.

Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

K.7.4 Recite short poems, rhymes, and songs.

K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).