FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

KINDERGARTEN

CONCEPTS OF PRINT

The student demonstrates knowledge of concepts of print. The student

a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
b. Demonstrates that print has meaning and represents spoken language in written form.
c. Tracks text read from left to right and top to bottom.
d. Distinguishes among written letters, words, and sentences.
e. Recognizes that sentences in print are made up of separate words.
f. Begins to understand that punctuation and capitalization are used in all written sentences.

PHONOLOGICAL AWARENESS

The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.
b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words.
c. Blends and segments syllables in spoken words.
d. Segments the phonemes in high frequency words.
e. Blends spoken phonemes to make high frequency words.

PHONICS

The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.
b. Recognizes and names all uppercase and lowercase letters of the alphabet.
c. Matches all consonant and short-vowel sounds to appropriate letters.
d. Blends individual sounds to read one-syllable decodable words.
e. Applies learned phonics skills when reading words and sentences in stories.

FLUENCY

The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

a. Reads previously taught high frequency words at the rate of 30 words correct per minute.
b. Reads previously taught grade-level text with appropriate expression.

VOCABULARY

The student acquires and uses grade-level words to communicate effectively. The student

a. Listens to a variety of texts and uses new vocabulary in oral language.
b. Discusses the meaning of words and understands that some words have multiple meanings.

COMPREHENSION

The student gains meaning from orally presented text. The student

a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
b. Makes predictions from pictures and titles.
c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.
d. Begins to distinguish fact from fiction in a read-aloud text.
e. Retells familiar events and stories to include beginning, middle, and end.
f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.

g. Connects life experiences to read-aloud text.
h. Retells important facts in the student's own words.

WRITING

The student begins to understand the principles of writing. The student

a. Writes or dictates to describe familiar persons, places, objects, or experiences.
b. Uses drawings, letters, and phonetically spelled words to create meaning.
c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
d. Uses left-to-right pattern of writing.
e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.

The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student writes a narrative that:

a. Involves one event.
b. Uses drawings, letters, and phonetically spelled words to describe a personal experience.
c. Begins to use organizational structures (beginning, middle, end).
d. May include describing words.
e. May include a sense of closure.
f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).
g. May include a draft developed from prewriting.

The student produces informational writing that:

a. Involves one topic.
b. Uses drawings, letters, and phonetically spelled words to share information.
c. Begins to use organizational structures (steps).
d. May include describing words.
e. May include a sense of closure.
f. Includes oral or written pre-writing to generate ideas (graphic organizers and pictures).
g. May include a draft developed from pre-writing.
h. May publish a final copy.

The student produces a persuasive piece that:

a. States an opinion.
b. May use words, illustrations, or graphics to support an opinion.
c. Begins to use formats appropriate to the genre (letter, poster).
d. May include describing words.
e. Pre-writes orally or written to generate ideas (graphic organizers and pictures).
f. May include a draft developed from prewriting.
g. May include a sense of closure.

The student produces a response to literature that:

a. Retells a story orally, through pictures, or in writing.
b. Makes connections: text-to-self, text-to-text, text- to-world.
c. Begins to use organizational structures (beginning, middle, end)
d. Pre-writes orally or written to generate ideas (graphic organizers, pictures).
e. May include a draft developed from pre-writing.
f. May include a sense of closure.

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LISTENING/SPEAKING/VIEWING

The student uses oral and visual skills to communicate. The student

a. Listens and speaks appropriately with peers and adults.
b. Follows two-part oral directions.
c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).
d. Recites short poems, rhymes, songs, and stories with repeated patterns.
e. Describes people, places, things, locations, and actions.
f. Increases vocabulary to reflect a growing range of interests and knowledge.
g. Communicates effectively when relating experiences and retelling stories heard.
h. Uses complete sentences when speaking.
i. Begins to use subject-verb agreement and tense.

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Kindergarten Language Arts Curriculum Map

Concepts listed below reflect the time of year when they are first introduced.

Instruction of concepts is on-going all year.

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Concepts of Print Knowledge of Print • Recognizes that print and pictures can inform, entertain and persuade • Demonstrates that print has meaning and represents speaking in written form • Tracks text left to right and top to bottom • Distinguishes among letters, words and sentences • Recognizes that sentences are made up of words • Understands that punctuation and capitalization are used in written sentence	**Concepts of Print** Knowledge of Print • Recognizes that print and pictures can inform, entertain and persuade • Demonstrates that print has meaning and represents speaking in written form • Tracks text left to right and top to bottom • Distinguishes among letters, words and sentences • Recognizes that sentences are made up of words • Understands that punctuation and capitalization are used in written sentence	**Concepts of Print** Knowledge of Print • Recognizes that print and pictures can inform, entertain and persuade • Demonstrates that print has meaning and represents speaking in written form • Tracks text left to right and top to bottom • Distinguishes among letters, words and sentences • Recognizes that sentences are made up of words Understands that punctuation and capitalization are used in written sentence	**Concepts of Print** Knowledge of Print • Recognizes that print and pictures can inform, entertain and persuade • Demonstrates that print has meaning and represents speaking in written form • Tracks text left to right and top to bottom • Distinguishes among letters, words and sentences • Recognizes that sentences are made up of words • Understands that punctuation and capitalization are used in written sentence
Phonics and Phonological Awareness Words and Sounds • Produces rhyming words • Identifies component sounds • Blending and segmenting syllables • Segments phonemes in high frequency words • Blends spoken phonemes to make high frequency words Relationship between Letters, Letter	**Phonics and Phonological Awareness** Words and Sounds • Produces rhyming words • Identifies component sounds • Blending and segmenting syllables • Segments phonemes in high frequency words • Blends spoken phonemes to make high frequency words Relationship between Letters, Letter	**Phonics and Phonological Awareness** Words and Sounds • Produces rhyming words • Identifies component sounds • Blending and segmenting syllables • Segments phonemes in high frequency words • Blends spoken phonemes to make high frequency words Relationship between Letters, Letter	**Phonics and Phonological Awareness** Words and Sounds • Produces rhyming words • Identifies component sounds • Blending and segmenting syllables • Segments phonemes in high frequency words • Blends spoken phonemes to make high frequency words Relationship between Letters, Letter Sounds and Words

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Sounds and Words • Understands relationship between the written and spoken words • Recognizes upper and lowercase letters • Matches all consonant and vowel sounds to appropriate letters **Vocabulary** • Listens and uses new vocabulary when communicating • Discusses meanings of words **Fluency** • Reads high frequency words • Reads previously taught grade-level appropriate text with appropriate expression **Reading Comprehension** • Makes predictions • Asks and answers questions about essential narrative elements • Uses prior knowledge, illustrations and graphic organizers to understand text • Connects life experiences to text • Retells facts in own words **Writing** Response to Literature • Retells a story (orally, pictures or writing) • Begins to use organizational structure (beginning, middle,	Sounds and Words • Understands relationship between the written and spoken words • Recognizes upper and lowercase letters • Matches all consonant and vowel sounds to appropriate letters • Blends individual sounds to read one syllable decodable words **Vocabulary** • Listens and uses new vocabulary when communicating • Discusses meanings of words • Understands that some words have multiple meanings **Fluency** • Reads high frequency words • Reads previously taught grade-level appropriate text with appropriate expression **Reading Comprehension** • Makes predictions • Asks and answers questions about essential narrative elements • Uses prior knowledge, illustrations and graphic organizers to understand text • Connects life experiences to text • Retells facts in own words • Listens and reads a variety of texts for knowledge and pleasure • Begins to distinguish fact from fiction in read aloud text	Sounds and Words • Understands relationship between the written and spoken words • Recognizes upper and lowercase letters • Matches all consonant and vowel sounds to appropriate letters • Blends individual sounds to read one syllable decodable words • Applies phonic skills when reading words and sentences in stories **Vocabulary** • Listens and uses new vocabulary when communicating • Discusses meanings of words • Understands that some words have multiple meanings **Fluency** • Reads high frequency words • Reads previously taught grade-level appropriate text with appropriate expression **Reading Comprehension** • Makes predictions • Asks and answers questions about essential narrative elements • Uses prior knowledge, illustrations and graphic organizers to understand text • Connects life experiences to text • Retells facts in own words • Listens and reads a variety of texts for knowledge and pleasure • Begins to distinguish fact from fiction in read aloud text • Retells familiar events and	• Understands relationship between the written and spoken words • Recognizes upper and lowercase letters • Matches all consonant and vowel sounds to appropriate letters • Blends individual sounds to read one syllable decodable words • Applies phonic skills when reading words and sentences in stories **Vocabulary** • Listens and uses new vocabulary when communicating • Discusses meanings of words • Understands that some words have multiple meanings **Fluency** • Reads high frequency words • Reads previously taught grade-level appropriate text with appropriate expression **Reading Comprehension** • Makes predictions • Asks and answers questions about essential narrative elements • Uses prior knowledge, illustrations and graphic organizers to understand text • Connects life experiences to text • Retells facts in own words • Listens and reads a variety of texts for knowledge and pleasure • Begins to distinguish fact from fiction in read aloud text • Retells familiar events and stories to include beginning, middle and end

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end) • Pre-writes (orally or written) to generate ideas • May include a draft • May include a sense of closure **Listening/Speaking/Viewing** • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking	**Writing** Narrative • Involves one event • Uses drawings, letters and phonetically spelled words to describe a personal experience • Begins to use organizational structure • May include describing words • May include a sense of closure • May include a draft • Includes oral or written prewriting **Listening/Speaking/Viewing** • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking • Effectively relates experiences and retells story	stories to include beginning, middle and end **Writing** Informational • Involves one topic • Uses drawings, letters and phonetically spelled words to share information • Begins to use organizational structure (steps) • May include describing words • May include a sense of closure • May include a draft • May include a final copy • Includes oral or written prewriting • **Listening/Speaking/Viewing** • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking • Effectively relates experiences and retells story • Recites short poems, rhymes, songs, etc • Begins to use subject-verb agreement and tense	**Writing** Persuasive • States an opinion • May use words, illustrations, or graphics to support opinion • Begins to use appropriate format (letter, poster) • May include describing words • May include a sense of closure • May include a draft • Includes oral or written prewriting **Listening/Speaking/Viewing** • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking • Effectively relates experiences and retells story • Recites short poems, rhymes, songs, etc • Begins to use subject-verb agreement and tense

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