Kindergarten Reading and Literature Objectives

STATE GOAL 1:  *Reading with understanding and fluency.*

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

**Students will be able to:**

**Phonemic awareness**
- Recognize and produce rhyming words.
- Isolate consonant sounds.
- Blend onset and rime.
- Blend spoken phonemes.
- Separate and say sounds in words.

**Phonics**
- Understand that letters represent sounds and strings of letters represent words.
- Name upper and lower case letters of the alphabet.
- Begin to hear and identify sounds in words, especially initial and final consonants.
- Begin to hear and identify short vowel sounds.
- Begin to recognize two letter blends.

**Print Concepts**
- Demonstrate understanding of directionality of print (left to right, return sweep, and top to bottom).
- Understand that print represents spoken words and carries a message.
- Understand that sentences in print are made of separate words (one-to-one matching on teacher read text).
- Read grade level appropriate sight words and color words.
- Recognize own first and last name as well as some environmental print.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful).
1.B.1d Read age-appropriate material aloud with fluency and accuracy.

**Students will be able to:**
- Participate in book introductions to activate prior knowledge.
- Predict what will happen next in a story.
- Relate stories to personal experiences.
- Use pictures to help comprehend text.
- Recognize patterned and/or predictable text.
- Become familiar with the following literary terms: title, author, and illustrator.
- Retell the important events of a familiar story.
- Re-read age-appropriate material aloud with fluency and accuracy.
1C. Comprehend a broad range of reading materials.

1.C.1b Identify important themes and topics.
1.C.1c Make comparisons across reading selections.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).

Students will be able to:
- Compare two books by the same author.
- Compare a broad range of familiar books that have the same theme or topic.
- Retell a story in the correct sequence.
- Answer basic questions about a story.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.
2.A.1b Classify literary works as fiction or nonfiction.

Students will be able to:
- Recognize the difference between fiction and non-fiction.
- Use text provided in environmental print (e.g., labels, signs, and instructions) to gain information.
- Identify and compare characters in story and pictures.

2B. Read and interpret a variety of literary works.

2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.

Students will be able to:
- Connect a story to a personal experience.
- Produce simple evaluative expressions about the text (“I like the story because . . .”).

STATE GOAL 3: Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Students will be able to:
- Orally express thoughts in sentence form.
- Write first and last name using upper and lower case letters.
• Use appropriate developmental spelling to express thoughts or ideas.
• Write a simple sentence.
• Begin to apply ending punctuation.
• Practice correct upper and lower-case D’Nealian letter formation.

3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people places, things, events).

Students will be able to:
• Participate in the development of graphic organizers.
• Communicate by drawing, telling, or writing for a purpose.
• Develop the relationship between oral language and written words.
• Dictate a coherent narrative experience using appropriate sequence of events.
• Communicate basic ideas about a topic.

3C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.

Students will be able to:
• Interpret (verbally explain) his/her own writing.
• Contribute ideas in shared and independent writing experiences which introduce both expository and narrative forms.
• Express thoughts in various forms (i.e. writing, drawing, and using technology).

STATE GOAL 4: *Listen and speak effectively in a variety of situations.*

4A. Listen effectively in formal and informal situations.

4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.
4A.1c Follow oral instructions accurately.

Students will be able to:
• Listen by facing the speaker, making eye contact and responding appropriately.
• Ask and respond to questions.
• Follow two or three step oral instructions.
4B. Speak effectively using language appropriate to the situation and audience.

4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell)
4.B.1b Participate in discussions around a common topic.

Students will be able to:
- Use verbal and nonverbal communication to engage the audience (example: simple show and tell presentations).
- Participate appropriately in discussions around a common topic.
- Recite poems, rhymes, songs or stories.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.1a Identify questions and gather information.
5.A.1b Locate information using a variety of resources.

Students will be able to:
- Participate in asking questions to gather information.
- Locate information using a variety of age-appropriate resources.

5B. Analyze and evaluate information acquired from various sources.

5.B.1a Select and organize information from various sources for a specific purpose.
5.B.1b Cite sources used.

Students will be able to:
- Understand the difference between fiction and non-fiction.

5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.1a Write letters, reports and stories based on acquired information.
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.

Students will be able to:
- Interact with various sources of information in the classroom such as books, charts, environmental print and internet information.
- Participate in shared writing experiences based on learned information.
- Gain information from print, non-print, human, and technological resources.
- Communicate new information in illustrations and writing.