

**TEACHER PRACTICES
RELATED TO KINDERGARTEN COMMON CORE STATE STANDARDS
FOR ENGLISH LANGUAGE ARTS**

Introduction

The following teacher practices correlate with the Common Core English Language Arts Literacy State Standards for Kindergarten and are intended to give teachers guidance as they carefully, and systematically plan for language arts literacy instruction in kindergarten. Learning to confidently communicate, speak, listen, read and write are multifaceted processes that require a wide variety of instructional approaches during a continuum of growth in language from birth through eight years old. Early literacy activities in kindergarten teach children a great deal about reading and writing but not in ways that look like elementary school instruction.

In kindergarten, teachers need to capitalize on the active and the social nature of kindergarteners and their instructional needs to include rich demonstrations, interactions, and models of literacy during projects and play activities that make sense to five and six year-old children. The *Common Core State Standards – Key Design Considerations* states that ***“the use of play with young children is welcome as a valuable activity in its own right and as a way to help students meet the expectations of this document”*** (<http://www.corestandards.org/ELA-Literacy>).

Teaching literacy to kindergarteners is built upon a centers-based classroom (library, drama, blocks, math, science, art, writing, and computers) where teachers scaffold experiences with language, listening, speaking, writing, and letters and sounds through a combination of teacher-lead and child-initiated activities. Not all kindergarten children come to school with similar knowledge about language and print, so teachers need to carefully observe where each child is developmentally and adapt instruction for individual differences. (Learning to Read and Write, Susan B. Neuman, Carol Copple and Sue Bredekamp, National Association of Children, 2000).

Each of the six strands (e.g., Reading Literature) is followed by a sub-heading (e.g., Key Ideas and Details), then samples of kindergarten teacher practices for that strand and sub-heading followed by the topic and grade-specific standard (e.g., RL.K.1).

KINDERGARTEN ENGLISH LANGUAGE ARTS STRANDS AND SUB-HEADINGS

Reading: Literature

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Informational Text

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Foundational Skills *

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Text Type and Purposes

Writing

- **Text Type and Purposes**
- **Production and Distribution of Writing**
- **Research to Build Knowledge**
- **Range of Writing**

Speaking and Listening

- **Comprehension and Collaboration**
- **Presentation of Knowledge and Ideas**

Language

- **Conventions of Writing and Speaking**
- **Knowledge of Language**
- **Vocabulary Acquisition and Use**

*K-12 Sub-headings in bold

Key Ideas and Details

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RL.K.1: Invite children’s participation during book reading. Ask open-ended questions, offer clarifying comments, reminders, restatements, and modeling to support understanding and key details of text (e.g., “At the end of the story, *My Friend Rabbit*, [Eric Rohmann], rabbit said ‘I’ve got an idea.’ What do you think his idea might have been?”).

RL.K.2: Read and reread stories to children individually, in small and large groups. Ask children about the setting, characters, and the order of the story, the problem and the resolution. Use oral discussion, props, dramatic play, written words, pictures, art and music to retell familiar stories (e.g., “Christie, what happens next...It’s on the next page. We’ve got to give Paul his cue. How can we show this part to our audience?”).

RL.K.3: Read and reread stories to children while increasing the complexity of discussion of characters, setting, actions, problem and resolution as children become more familiar with story and text (e.g., “We reread *Caps for Sale* [Esphyr Slobodkina] today. Where did the story take place? Who are the characters in the story? Which character had a problem? How did the peddler solve his problem? Can you think of other ways the peddler could have solved his problem?”).

Kindergarten Learning Outcomes

Children will:

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings and key events in a story.

Craft and Structure

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RL.K.4: Insert a short phrase, point to an illustration, or use voice and gestures to clarify the meaning of new vocabulary in text (e.g., pointing to the page where Sal wandered away from her mother, “In *Blueberries for Sal*, [Robert McCloskey], little Sal wanders off. She is distracted by picking blueberries and loses sight of her mother. Today in dramatic play, we have chips for blueberries and pails for props. Who would like to pretend to be Little Sal, Sal’s Mother, Mother Bear or the Baby Bear?”).

RL.K.5: Read aloud a variety of books of different genres. Scaffold children’s ability to identify and discuss by pointing out differences, comparing and contrasting (e.g., “Is the book *Where the Sidewalk*

Ends, [Shel Silverstein], a fairytale book or a poetry book? How are poetry books different than fairytales books? Can you name another poetry book that we have read?”).

RL.K.6: Provide opportunities throughout the day during book readings that call attention to and explain the role of author and illustrator (e.g., “Jack Ezra Keats is the author and illustrator of the book we read today, *The Snowy Day*. What does it mean to be an author? What does it mean to be an illustrator? What kind of paints Mr. Keats used for his pictures? What colors do you see in Mr. Keats illustration of the snow? Today in the art center, we have watercolors, watercolor paper and brushes so that we can explore making watercolor paintings too.”).

Kindergarten Learning Outcomes

Children will:

RL.K.4: Ask and answer questions about unknown words in a text.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RL.K.7: Read aloud a variety of books and while displaying the illustrations, ask children to describe the pictures the illustrator made (e.g., “What words would you use to describe Gerald McDermott’s pictures in *Anansi the Spider*?” “They are exciting (strong, bold, bright, powerful, and symmetrical)”. “Do the artist’s pictures help explain the story?”).

RL.K.8: (Not applicable to literature)

RL.K.9: Ask questions, role-play, use story props, flannel cut-outs with flannel board, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to children (e.g., “How are the three pigs and the three billy goats gruff the same? How are they different?”).

Kindergarten Learning Outcomes

Children will:

RL.K.7: With prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8: (Not applicable to literature)

RL.K.9: With prompting and support, compare and contrast the adventures of characters in familiar stories.

Range and Level of Text Complexity

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RL.K.10: Use formal and informal, one-on-one, small and large groups of children to choose books and texts for activities that support and challenge children’s instructional reading level. (e.g., “Nancy and Joe are partner reading *Flying* [Donald Crews] at the reading table with Ms. Paul, while Pat and Jason will be with me at beanbag chairs reading the *Bob Books* [Bill Maslen].”).

Kindergarten Learning Outcomes

Children will:

RL.K.10: Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

Key Ideas and Details

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RI.K.1: Invite children’s participation during book reading. Ask open-ended questions, offer clarifying comments, reminders, restatements, and modeling to support understanding and key details of text (e.g., during the reading of the book *Spiders*, [Gail Gibbons], “Is the spider an insect? How is the spider different than an insect?”).

RI.K.2: Read books and texts to children individually, in small and large groups. Ask children to reread, identifying the main topic and key details in their own words or pretend to read the book (e.g., after reading and rereading *The Tiny Seed*, [Eric Carle], Lindsey retold the story. “The wind was blowing the tiny seed. The seed was not as big as the other seeds....”).

RI.K.3: Read books and texts to children individually, in small or large groups. Engage children in discussions with props, dramatic play, writing, art and music activities to describe the connection between two individuals, events, ideas or pieces of information in a text (e.g. “Yesterday, we made dinosaur parts (spikes, sails, horns, etc.) at the art center to illustrate the differences between the dinosaurs from our favorite book *Dinosaurs, Dinosaurs* [Byron Barton]. Now, when I read the book and get to the page that describes your favorite dinosaur, hold your dinosaur part in the air.”).

Kindergarten Learning Outcomes

Children will:

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RI.K.4: Insert a short phrase that defines a word, point to an illustration, use gestures or voice to clarify the meaning of new vocabulary in text (e.g., pointing to the picture, “Yes Chris, in *The Monarch Butterfly’s Life*, [John Himmelman], the hard outer skin of the larvae is called the chrysalis. The chrysalis protects the caterpillar as it turns into a butterfly. This is happening now in our butterfly garden at the science center.”).

RI.K.5: Provide discussion about pictures and words on the front cover, back cover, and title page of a variety of books of different genres (e.g., “Everyone is holding their favorite book. Let’s take turns. When it is your turn, hold up your favorite book, show the front cover, tell the group what the title is and what you see in the front cover picture or illustration.”).

RI.K.6: Provide opportunities throughout the day that call attention to and explain the role of author and illustrator of books and texts (e.g., “Did Tana Hoban, the author of *Exactly the Opposite*, use photographs or paintings to illustrate her book? Did she take the photographs? Where can I find out? Yes, she is both the author and illustrator of the book and it says so on the book jacket. Today we are going to take our camera to the playground and take ‘exactly opposite’ pictures of our own and make a class book. Do you have ideas for opposite pictures?”).

Kindergarten Learning Outcomes

Children will:

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RI.K.7: Ask children how the illustrations in the book support the text (e.g., “Describe the illustration or picture on the front cover of *Johnny Appleseed* [Ailiki]. Who is in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? After reading this book, we have apple seeds at the science center with planting directions (pictures and words) on the chart board.”).

RI.K.8: Ask children how the author supports points or main ideas made in text (e.g., “In *The Boy Who Loved to Draw* [Barbara Brenner] the preacher predicted that Benjamin West would grow up to do great things some day. How was Benjamin’s life great?”).

RI.K.9: Discuss with children how two texts on the same topic are alike or different (e.g., “*Letting Swift River Go* [Jane Yolen] and *A River Ran Wild* [Lynn Cherry] are two books that we have read and reread. They are both stories about what topic? Let’s look at each story and chart the words used to describe the river. How are the descriptions alike? How are they different?”).

Kindergarten Learning Outcomes

Children will:

RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RI.K.10: Using formal and informal, one-on-one, small and large groups of children, choose books and texts for activities that support and challenge children’s instructional reading level. (e.g., “Can you tell me what the words say on the front cover of this book? Yes, it’s *Dr. Seuss’s ABC Book*. Let’s open to the first page after the front cover. This page is called the title page. Can you read the words on the title page? Yes, now let’s turn the page and continue reading ...”).

Kindergarten Learning Outcomes

Children will:

RI.K.10: Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

Print Concepts

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RF.K.1.a.b: Read and reread books identifying front cover, back cover and title page of book. Track words with a finger or pointer left to right, top to bottom and page by page (e.g., “Who would like to be the teacher and hold the pointer and point to the space underneath each of the words as we read from the big book *Brown Bear, Brown Bear* [Eric Carle]?”).

RF.K.1.c: Provide experiences identifying word segments and the spaces between each word (e.g., after reading *Olivia Saves the Circus* [Ian Falconer], “Can you can point to Olivia’s name? See how her name is made up of many letters? Look, do you see a space after her name? Let’s count the words in the title together.”).

RF.K.1.d: Provide letter recognition activities such as alphabet books, alphabet songs coupled with letter pictures, letter sorting activities, letter guessing games using children’s names, letter puzzles, writing letters on the computer and interactive writing experiences (e.g., “What letter do you see on this page in the *City Alphabet* [S.T.Johnson]? Yes, I see a ‘Y’ too. Use your finger and outline the letter on this page. That’s right, little line forward, little line back and line down, ‘Y’.”).

Kindergarten Learning Outcomes

Children will:

RF.K.1: Demonstrate understanding of the organization and basic features of print.

RF.K.1a: Follow words from left to right, top to bottom, and page by page.

RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c: Understand that words are separated by spaces in print.

RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RF.K.2: Read and reread a variety of nursery rhymes, poetry books, stories, and other meaningful text to provide experiences in hearing, manipulating and identifying sounds within spoken language.

RF.K.2.a: Read and reread a variety of nursery rhymes and poetry books and identify rhyming words (e.g., reproduce rhyming words on cardstock from familiar nursery rhymes; children identify the pairs of words that rhyme and illustrate words for a class book *Words That Rhyme*).

RF.K.2.b: Point to, discuss, identify and count syllables in words (count claps, snaps, or chin drops). Put words together and pull words apart (bed and spread, bath and tub, butter and fly, etc.).

RF.K.2.c: Identify onset (the initial sound -“b”) and rimes of single-syllable words (the ending vowel and consonants -“ag”) in nursery rhymes, poetry, big books, and literature (e.g., play word games to explore blending or segmenting words; pair children together and give each child a card with either an onset or a rime; take turns blending or segmenting word aloud etc.).

RF.K.2.d: Identify, blend and pronounce CVC words (consonant, vowel, consonant, such as pan, fat, sit, red, etc.) from units of study and projects, nursery rhymes, poetry, big books, literature, etc. (e.g., find and chart words, play words games, bingo, lotto, memory, spin games, etc.).

RF.K.2.e: Identify and create rhyming words and word families (e.g., “In the fable *Chicken Licken* [Jonathan Allen], can you name animal rhymes (Henny Penny, Cock Lock, Duck Luck, Drake Lake)?” Write the names on cardstock; let the children illustrate for an *Animal Rhymes* class book; include additional animal rhymes created by class, etc.).

Kindergarten Learning Outcomes

Children will:

RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a: Recognize and produce rhyming words.

RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RF.K.3: Provide meaningful and authentic opportunities to explore and identify sound-symbol relationships, word parts and context to identify new words.

RF.K.3.a: Provide daily opportunities with letter-sound correspondence to identify the printed letter and its sound by exploring multiple examples of objects that begin with the letter (e.g., children sort objects with the same beginning sounds into letter tubs, etc.).

RF.K.3.b: Read and reread a variety of books, stories, and other meaningful text to provide experiences in letter/sound relationships and high frequency words (e.g. “Can you read the big book *The Foot Book* [Dr. Seuss] with me? Let’s read it together pointing to the words.” “Left foot, Left Foot, Right Foot, Right...” After reading the book, “Going back to the first page, is there a word on this page with a long vowel sound? It is on our vowel chart on the wall. Can you find it?” “Yes, the /i/ in the word ‘right’ is a long vowel sound. It says its own name.”).

RF.K.3.c: Identify high frequency words from favorite books and texts. Add the printed words to class word wall. (e.g., while reading *Ten Apples Up On Top* [Theo LeSieg], illustrate the story text with felt apple props and felt number word props on the flannel board. When children can identify number words by sight, copy word and number and add to word wall.).

RF.K.3.d: Provide two words from the same word family and identify how the words are alike and how they are different. (e.g., In Dr. Seuss’s *Green Eggs and Ham*, how are the words “Sam” and “ham” alike? How are they different?”).

Kindergarten Learning Outcomes:

Children will:

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3a: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

Kindergarten Teaching Practices

Effective kindergarten teachers will:

RF.K.4: Scaffold reading experiences with books, stories, and text that are predictable, sequential, rhythmic, and repetitive with uncluttered illustrations, cumulative patterns, familiar topics, and well-developed story structure (e.g., while rereading *Cat in the Hat* (by Dr. Seuss) point to the illustration and pause on the beginning word sound to encourage children to chime in, “Make that cat go away! Tell that Cat in the hat you do not want to p-p ____.”).

Kindergarten Learning Outcomes

Children will:

RF.K.4: Read emergent-reader texts with purpose and understanding

Writing

Text Type and Purposes

Kindergarten Teaching Practices

Effective kindergarten teachers will:

W.K.1: Provide assistance and encourage independent decisions for deciding what to write using children’s book and stories (e.g., “This week we read three of our favorite story books, *Chrysanthemum*, (Kevin Henkes), *Amazing Grace* (Mary Hoffman), and *Ruby’s Wish* (Shirin Yim Bridges). Each story has a main character who is a young girl your age.” Print book titles on chart board, “Which book is your favorite?” Children write and illustrate, “My favorite book is...” using a combination of drawings, dictating and writing.).

W.K.2: Guide and assist writing to compose informative and explanatory texts (e.g., after reading and rereading *The Rainbow Fish*, [Marcus Pfister], guide children to identify simple shapes in the fish (oval, circle and triangles) to illustrate on individual whiteboards with printed words of fish body parts (body, eyes, fins, etc.). Add the familiar printed words from the unit of study to the word wall for future writing opportunities at the writing center.).

W.K.3: Provide daily opportunities, based on children’s interests, to write and draw on topics that are self-chosen using a combination of drawings and writing with invented spellings on the child’s developmental writing level. Ensure interesting writing materials are readily available in all activity centers and through ongoing play plans, journal writing, etc.

Kindergarten Learning Outcomes

Children will:

W.K.1: Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is...).

W.K.2: Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

Kindergarten Teaching Practices

Effective kindergarten teachers will:

W.K.4: (Begins in grade 3)

W.K.5: Add details to strengthen writing as needed through revision. (e.g., during a shared writing experience, the teacher reads back to the class an invitation the children composed with the teacher to invite parents to a class party, “Dear Parents, Please come party next Friday.” “Children, what words do we need to add to this sentence for it to make sense and give parents the information they need to know?”).

W.K.6: Support using the computer or digital tools for communicating information and publishing writing (e.g., a small group of children publish the book *Birthday Party* on the computer using simple word processing and invented spellings with teacher assistance as needed).

Kindergarten Learning Outcomes:

Children will:

W.K.4: (Begins in grade 3)

W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build Knowledge

Kindergarten Teaching Practices

Effective kindergarten teachers will:

W.K.7: After reading and rereading books by the author Nina Crews, the children discuss which of her books is their class favorite and why. After discussion, children write about their favorite Nina Crews book and create a photo-collage together similar to Ms. Crews book illustrations and compile the work in a class book titled *Our Favorite Author*.

W.K.8: Provide experiences gathering information from research to answer questions and solve problems (e.g., after finding a yellow and black butterfly on the playground; children

investigated butterflies species on the internet with support from the teacher; the information gathered was recorded with printed pictures and invented spellings on a clipboard and the findings were reported to the class).

W.K.9: (Begins in grade 4)

Kindergarten Learning Outcomes:

Children will:

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9 (Begins in grade 4)

Range of Writing

W.K.10: (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration

Kindergarten Teaching Practices

Effective kindergarten teachers will:

SL.K.1: Engage in individual and group conversations regarding class topics and texts. Encourage multiple back-and-forth exchanges (e.g., provide opportunities for children to explain their reasoning or elaborate on a concept. “I see you picked the book *Freight Train* from the library today. Why did you choose that book? Did Ms. Chris tell you who wrote it? Do you remember the other books we read by Donald Crews? My favorite part in this story is right here, where the train is in motion. The train is moving so fast. How do you think the artist made that picture? After you read the book, will you share your favorite part of the story with me?”).

SL.K.2: Encourage and provide opportunities to ask questions to confirm understanding of information presented orally or through media (e.g., after listening to a “show and tell” presentation during large group, peers are encouraged to ask questions regarding the information presented).

SL.K.3: Provide experiences that encourage asking questions to get information, seek help, or clarify something that is not understood (e.g., encourage children to ask a friend when they need

help, “Tom knows how to tie his shoe. When you need your shoe tied, can you ask him to help you? Maybe he can show you how to tie your shoe.”).

Kindergarten Learning Outcomes

Children will:

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under consideration).

SL.K.1.b: Continue a conversation through multiple exchanges.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3: Ask questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

Kindergarten Teaching Practices

Effective kindergarten teachers will:

SL.K.4: Provide experiences that describe familiar people, places, things and events. (e.g., “Name three words to describe your friend.” “Why did you choose the word nice to describe Tamara?”).

SL.K.5: Provide opportunities to add drawings or visual displays to descriptions to add additional detail (e.g., “In your play journal, draw and write about the construction you made during center time. Then you will have a record of it.”).

SL.K.6: Model and scaffold experiences one-on-one, in small and large group to speak audibly and express thoughts, feelings and ideas clearly (e.g., “If you have a problem with your friend, you need to tell them what the problem is and try think of a solution together.” “I am using the bike. It’s my turn. I will use it for a little while and then I will bring it over to you.”).

Kindergarten Learning Outcomes

Children will:

SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or visuals displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts feelings and ideas clearly.

Conventions of Standard English

Kindergarten Teaching Practices

Effective kindergarten teachers will:

L.K.1: Use classroom discussions and responses to children as opportunities to include rich vocabulary, abstract words, concepts, and a variety of grammatical forms. Provide multiple follow-up opportunities to draw and write about shared classroom discussions and experiences.

L.K.1.a: Provide opportunities that encourage printing letters (e.g., after reading and rereading various alphabet books, such as *The Z is Zapped* (Chris Van Allsburg), children will each contribute to a class alphabet book; printing upper- and lowercase letters and drawing pictures to match the sound of the each letter; read and reread for enjoyment and use as a reference to identify beginning sounds).

L.K.1.b: Repeat back and elaborate on commonly used verbs and nouns in conversations with children. Encourage children to use these words during writing experiences (e.g., “Karen is happy. She is very pleased. In fact, she looks ecstatic!”).

L.K.1.c: Model and scaffold activities using the correct plural forms (e.g., repeat back to children their original statements with correct plural forms. “He wish on the stars” “Yes, he wishes on the star.”).

L.K.1.d: Model and scaffold questions (who, what, when, where, and how) that encourage children to use language to express ideas. Include questions about abstract ideas (e.g., “In Olivia...Is Missing a Toy [Ian Falconer], Olivia really has a predicament. What do you think she will do to get out of her predicament?”).

L.K.1.e: Model and scaffold activities where children have an opportunity to use a variety of prepositions (e.g., “Is the book on the table, beneath the table or beside the table?”).

L.K.1.f: Model and scaffold the use of complex sentence structure by restating and reframing children’s responses (e.g., “Yes, if we go outside now, we will have to wait until after lunch to have the birthday party because we will run out of time.”).

L.K.2: Support children’s growing understanding of punctuation, capitalization and spelling through modeling and scaffolding activities and “teachable moments” during child-initiated and independent writing experiences (e.g., “Teacher, how do you make Xander’s name for my book?” “Chris, where could we find Xander’s printed name in our classroom? Yes, in his cubby. Let’s take a look together and see what letters and sounds are in Xander’s name.”).

L.K.2.a: Provide and scaffold activities that identify a capital letter at the beginning of a sentence (e.g. “In the big book, *The Button Box* [Margarette Reid] point to the first letter of the first sentence, ‘My Grandma has a big box.’ Do you know why the first letter in this sentence is an uppercase letter? Yes, the beginning of a sentence starts with a capital letter.”).

L.K.2.b: Support children’s use of capitalization, punctuation, and spelling during writing activities (e.g., “I see that you are using an exclamation mark after the word ‘POW!’ in your picture and writing. It is the ‘I really mean it!’ mark.”).

L.K.2.c: During teacher-lead and child-initiated writing activities, such as journal writing time, support children’s use of letter-sound correspondence (“Yes, you got it, bbbbbb-iii-gggggg, big!”).

L.K.2.d: During interactive writing experiences demonstrate printing letters (e.g., “We need to put Bob’s name on this invitation envelope. B-bbb-bob...what sound do you hear at the beginning of Bob? Which letter makes that sound? Can you point to the letter in the alphabet train? Yes, an uppercase B and we print it like this, line down, curve forward, curve forward – uppercase B.”).

Kindergarten Learning Outcomes

Children will:

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a: Print many upper- and lowercase letters.

L.K.1.b: Use frequently occurring nouns and verbs.

L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d: Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).

L.K.1.e: Use the most frequently occurring prepositions (e.g., to, from, in out, on off, for of, by, with).

L.K.1.f: Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a: Capitalize the first word in a sentence and the pronoun I.

L.K.2.b: Recognize and name end punctuation.

L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3: (Begins in grade 2)

Vocabulary Acquisition and Use

Kindergarten Teaching Practices

Effective kindergarten teachers will:

L.K.4: Provide experiences that explore understanding of unknown and multiple-meaning words (e.g., before reading a new book or text, choose four to eight new vocabulary words or phrases to clarify during the book reading by pointing to the illustration, inserting an explanatory phrase, using props, gestures and voice modulation to emphasize word or word meanings).

L.K.4.a: During readings or discussions, point out examples of multiple meanings of words (e.g., “In this story, the author uses the word flag meaning to get to rabbit’s attention. What other meaning does the word flag have?”).

L.K.4.b: Model and scaffold language experiences using inflections and affixes (e.g., repeat back to children their original statements using correct inflection or affixes. “He didn’t talk.” “He was too surprised.” Teachers response, “He was speechless!”).

L.K.5, 5.a: Provide experiences that explore understanding of word and word categories (e.g. pointing to the illustrations in *A House is a House for Me* [Mary Ann Hoberman], “A husk is a house for a corn ear. A pod is a place for a pea. A nutshell’s a hut for a hickory nut. But what is a shelter for me?” After reading, discuss new vocabulary and word categories. “What shelters the pea? What shelters the hickory nut?”).

L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites or antonyms (e.g., after reading and rereading books and poetry on opposites such as *Olivia’s Opposites* [Ian Falconer], copy familiar opposite word pairs on cardstock; have each child choose a pair to illustrate for a class book).

L.K.5.c: Identify real-life connections between words and their use. Note places at school that are colorful.

L.K.5.d: Through stories and discussion, distinguish between shades of meaning among verbs (e.g., “I am going to call out action words that are similar or almost the same (e.g., turn, go around, bend, change direction). Act out the word I say by using your body. Show me how the words are different with your body actions.”).

L.K.6: Provide experiences to encourage the use of new words and phrases from conversations, reading and responding to texts (e.g., after reading and rereading *Where the Wild Things Are* [Maurice Sendak] “There is quite a rumpus going on in the dramatic play center!”).

Kindergarten Learning Outcomes

Children will:

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.