

Galway ELA Curriculum Guide Kindergarten

READING:

Phonological and Phonemic Awareness

- Identify and produce spoken words that rhyme
- Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (*k-it, s-it, b-it*)
- Count or tap the number of syllables in spoken words
- Isolate individual sounds within spoken words (“What is the first sound in *can*?”)—Phoneme Isolation
- Identify the same sounds in different spoken words (“What sound is the same in *sit, sip, and sun*?”)—Phoneme Identity
- Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: *doll, dish, pill*?”)—Phoneme Categorization
- Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound:
/b/ /i/ /g/—Phoneme Blending
- Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound (“How many sounds are there in *big*? Move three counters.”)—Phoneme Segmentation
- Recognize the remaining word when a phoneme is removed (“What is *cat* without the */k/*?”)—Phoneme Deletion
- Make a new word by adding a phoneme to an existing word (“What word do you have if you add */s/* to *mile*?”—Phoneme Addition
- Substitute one phoneme for another to make a new word (“The word is *rug*. Change */g/* to */n/*. What is the new word?”)—Phoneme Substitution

Print Awareness

- Understand the purpose of print is to communicate
- Follow left-to-right and top-to-bottom direction when reading English
- Distinguish between letters and words
- Distinguish between print and pictures
- Track print by pointing to written words when texts are read aloud by self or others
- Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)

Alphabet Recognition and Phonics

- Recognize and name automatically all uppercase and lowercase manuscript letters
- Recognize that individual letters have associated sounds
- Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words
- Identify some consonant letter-sound correspondences

Fluency

- Read own name and names of family or friends
- Recognize and identify some sight words
- Read automatically a small set of high-frequency sight words (e.g., *a, the, I, my, use, is, are*)
- Read familiar kindergarten-level texts at the emergent level

Background Knowledge and Vocabulary Development

- Learn the meaning of new words and use them in own speech
- Learn new words from books
- Use new vocabulary words to talk about life experiences
- Connect vocabulary and life experiences to ideas in books
- Use a picture dictionary to learn the meanings of words in books

Comprehension Strategies

- Notice when sentences do not make sense
- Make predictions about story events
- Answer questions about text read aloud
- Retell or dramatize stories or parts of stories

Motivation to Read

- Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts
- Read voluntarily familiar kindergarten-level texts
- Show familiarity with some book titles and authors

WRITING

Print Awareness

- Use left-to-right and top-to-bottom direction when writing English
- Use spacing between letters and words when writing on a line

Based on May 2005 NYS ELA Core Curriculum PK – Grade 12 Literacy Competencies.

Prepared spring 2008.

Spelling

- Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)
- Use conventional spelling to spell some common or familiar words
- Write correctly own first and last names and the names of some friends or family

Handwriting

- Write legibly some uppercase and lowercase letters

Composition

- Label drawings with letters or words
- Write as part of play (e.g., playing school, store, restaurant)
- Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information)

Motivation to Write

- Write voluntarily to communicate for different purposes
- Share writing with others

LISTENING

Listening

- Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes)
- Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)
- Understand and follow oral directions
- Listen respectfully without interrupting others

SPEAKING

Speaking

- Use kindergarten-level vocabulary and grammar in own speech
- Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)
- Speak audibly
- Speak with speed and expression appropriate for the purpose
- Take turns speaking in a group