

ELA ECC's Kindergarten

Reading

Print Awareness

- Understand that 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 parts of a book and their functions

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
- Count or tap the number of syllables in spoken words
- Isolate individual sounds within spoken words- phoneme isolation
- Identify the same sounds in different spoken words- phoneme identity
- Identify a word (in a set of three or four words) that has a different sound either at the beginning or end of a word ("Which word doesn't belong: doll, dial, dog, pill?") phoneme categorization
- Blend spoken phonemes to form words (Using counters, a child would move a counter for each sound: /b/ /i/ /g/ and then say the word "big") phoneme blending
- Segment spoken words into component sounds (A child would say the word "big" and then break the word down to /b/ /i/ /g/) 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

Alphabet Recognition and Phonics

- Recognize and name automatically all uppercase and lowercase 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 consonant letter sound correspondences

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Fluency

- Read own name and names of family and friends
- Recognize and identify some sight words
- Read automatically Word List 1 from Shenendehowa's ELP
- Read familiar kindergarten-level texts at the emergent level

Background Knowledge and Vocabulary Development

- Learn and use new words in spoken communication
- Learn new words from books
- Use vocabulary words to talk about life experiences
- Connect vocabulary and life experiences to ideas in books

Comprehension Strategies

- Notice when sentences do not make sense
- Make predictions about story events
- Retell stories with attentiveness to the sequence of events and main ideas
- Ask and answer questions about the content of books

Writing

Print Awareness

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

Composition

- Label drawings with letters or words
- Write compositions that include letters or words and drawings to communicate for different purposes
- Maintain a writing folder

Spelling/Handwriting

- Use developing knowledge of letter-sound correspondence to spell independently
- Use conventional spelling to spell some common or familiar words

Listening

- Listen attentively to spoken language
- Listen attentively for different purposes
- Understand and follow oral directions
- Listen respectfully without interrupting others

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Speaking

- Use kindergarten-level vocabulary and grammar in own speech
- Speak for different purposes
- Speak audibly
- Speak with speed and expression appropriate for the purpose
- Take turns speaking in a group