

# KINDERGARTEN

**It is expected that each child, by the end of kindergarten, will be able to do the following:**

SPEAKING	LISTENING
<ul style="list-style-type: none"> <li>• Speak respectfully and appropriately in interactions with adults and peers</li> <li>• Use I-messages to resolve conflicts</li> <li>• Use appropriate verbal courtesies</li> <li>• Take turns respectfully when speaking and listening</li> <li>• Participate appropriately in cooperative learning activities</li> <li>• Speak Standard English while respecting culturally diverse language patterns</li> <li>• Speak audibly in coherent, complete sentences when appropriate</li> <li>• Begin to use descriptive words when speaking about people, places, things, and events</li> <li>• Participate in oral discussions and stay on topic</li> <li>• Participate in choral reading</li> <li>• Participate in role-playing and creative dramatics</li> <li>• Share information, opinions, and questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respectfully to peers and adults</li> <li>• Listen courteously and respectfully to others in small or large groups</li> <li>• Listen attentively to a variety of genres while being read to (i.e. poetry, drama, music, literature, Scripture)</li> <li>• Use appropriate body language (i.e. eyes on speaker, nodding, questioning) when a teacher or peer reads or speaks</li> <li>• Listen for directions and information</li> <li>• Understand and follow one- and two-step oral directions</li> <li>• Begin to ask questions for understanding and in response to the questions of others</li> <li>• Listen for a variety of purposes (i.e. information, entertainment, problem solving)</li> <li>• Listen to media</li> </ul>

# KINDERGARTEN

Language Arts Curriculum Guidelines, Page 2

<b>SPEAKING</b>	<b>LISTENING</b>
<ul style="list-style-type: none"><li>• Retell familiar stories and share personal experiences</li><li>• Relate an important life event or personal experience using simple sequencing</li><li>• Memorize and recite short poems, rhymes, and songs</li><li>• Begin to respond orally to audio and visual presentations</li></ul>	
<b>READING</b>	<b>WRITING</b>

# KINDERGARTEN

## Language Arts Curriculum Guidelines, Page 3

<ul style="list-style-type: none"> <li>• Experience a variety of literature, including poetry, fiction, and non-fiction</li> <li>• Begin to develop vocabulary through the use of core literature</li> <li>• Begin to locate title, table of contents, name of author, and illustrator</li> <li>• Begin to differentiate between various types of print materials (i.e. storybooks, poems, newspapers, signs, labels)</li> <li>• Begin to compare print and visual media</li> <li>• Use pictures and context to make predictions about story content</li> <li>• Retell familiar stories (i.e. nursery rhymes, fairy tales, stories from Scripture)</li> <li>• Begin to recall and read story line in natural stages: first by memory, then by "reading" the pictures, and finally by starting to read text</li> <li>• Ask and answer questions about essential elements of text (i.e. settings, characters, key events)</li> <li>• Distinguish between fact and fiction in literature and in audio-visual presentations</li> <li>• Identify the distinguishing characteristics of nursery rhymes and fairy tales, comparing a variety of works within each genre</li> </ul>	<ul style="list-style-type: none"> <li>• Respect own writing and the writing of others</li> <li>• Print whole name using correct letter formation</li> <li>• Print most upper- and lower-case letters independently</li> <li>• Begin to write some words</li> <li>• Dictate a personal narrative</li> <li>• Use a mixture of drawing and writing to convey and support an idea</li> <li>• Develop stories from own ideas and "read" by repeating own stories</li> <li>• Begin to use letters and phonetically spelled words to write about own experiences, stories, people, objects, and events</li> <li>• Hold writing utensils correctly</li> <li>• Write using a left-to-right, top-to-bottom progression</li> <li>• Begin to use spaces between letters and words</li> <li>• Begin to attend to form and spatial alignment of upper- and lower-case letters</li> </ul>
---	---

<b>READING</b>	<b>WRITING</b>
<ul style="list-style-type: none"> <li>• Connect the information and events in texts to life</li> </ul>	

# KINDERGARTEN

## Language Arts Curriculum Guidelines, Page 4

<p>experiences</p> <ul style="list-style-type: none"><li>• Relate literature to the Christian experience</li><li>• Begin to recognize ethical and moral issues faced by characters in literature</li><li>• Relate values, ethics, customs, and beliefs in stories to own experiences</li><li>• Follow words on the printed page from left-to-right and top-to-bottom</li><li>• Distinguish letters from words</li><li>• Recognize and name most upper- and lower-case letters in random order</li><li>• Recognize that sentences in print are made up of separate words</li><li>• Identify and produce rhyming words in response to an oral prompt</li><li>• Match most consonant and short-vowel sounds to appropriate letter</li><li>• Identify most consonant sounds at the beginning and end of single-syllable words</li></ul>	
---	--

<b>READING</b>	<b>WRITING</b>
<ul style="list-style-type: none"><li>• Read simple one-syllable and high frequency sight words developmentally appropriate for kindergarten</li></ul>	

# KINDERGARTEN

Language Arts Curriculum Guidelines, Page 5

- Use key words and icons to access information from electronic sources
- Use and become familiar with school and public libraries and their purposes and procedures

**READING**

**WRITING**

# KINDERGARTEN

Language Arts Curriculum Guidelines, Page 6

--	--