

Campbell County School District #1 Gillette, Wyoming

Language Arts - Kindergarten

In Campbell County, kindergarten teachers are expected to teach a program of balanced literacy. This program will include guided reading, phonemic awareness, phonics, comprehension, vocabulary instruction, fluency, reading to students, shared reading, interactive writing, writing, spelling, speaking, listening, keyboarding, handwriting, and Spanish. MacMillan/McGraw-Hill materials will be the resource which must be used for phonemic awareness, phonics, comprehension, vocabulary instruction, fluency, shared reading, interactive writing, writing, spelling, speaking, and listening. Guided reading will use the MacMillan materials, as well as the many leveled books housed at LLC and in the individual schools. Teachers will read to students using a wide variety of materials, being sure to incorporate nonfiction as well as a wide variety of genres. Keyboarding will be taught according to the Type to Learn program. Handwriting will be taught with Handwriting Without Tears, and Spanish will be part of the Salsa program.

LA-KI-01 - LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LAKI.3.1 Follow Simple One- and 2-Step Directions (taught, not tested)
- LAKI.3.2 Orally Share/Listen to Stories/Expressive Pieces (taught, not tested)
- LAKI.3.3 Hear/View Nonfiction/Informative Works, Share Ideas (taught, not tested)
- LAKI.3.4 Recall Facts/Details After Hearing/Viewing (taught, not tested)

The students will demonstrate active listening.

LA-KI-01-01 - Demonstrate Active Listening (Objective)

C-NR - Critical-District Reporting Not Required

The students will demonstrate active listening by:

- a) following oral directions
- b) listening attentively to a variety of stories, informational passages, and expressive texts
- c) recalling facts or details after hearing or viewing an informational passage

LA-KI-02 - SPEAKING (Content Standard)

State Standard and Benchmark Correlation:

- LAKI.3.2 Orally Share/Listen to Stories/Expressive Pieces (taught, not tested)
- LAKI.3.3 Hear/View Nonfiction/Informative Works, Share Ideas (taught, not tested)
- LAKI.3.4 Recall Facts/Details After Hearing/Viewing (taught, not tested)

The students will speak clearly and audibly using standard English.

LA-KI-02-01 - Speak Clearly and Audibly Using Standard English (Objective)

C-NR - Critical-District Reporting Not Required

The students will speak clearly and audibly using standard English as required in the classroom to:

- a) participate appropriately in class discussions.
- b) show courtesy as a speaker and as an audience member.
- c) orally give first and last name, address, and telephone number.

- d) use complete sentences that may include naming words, action words, describing words and pronouns.

LA-KI-03 - READING (Content Standard)

State Standard and Benchmark Correlation:

LAKI.1.1 Apply Comprehension Strategies in Reading

LAKI.1.2 Understand Literary Texts (taught, not tested)

LAKI.1.3 Understand Informational Text (taught, not tested)

The students will demonstrate active pre-reading.

LA-KI-03-01 - Demonstrate Active Pre-Reading (Objective)

T - Teach - These skills are taught.

The students will:

- a) orally recite the alphabet.
- b) associate initial consonants with the beginning sounds of words for objects, pictures, or pronounced words.
- c) identify printed upper- and lower-case letters in random order.
- d) identify the colors of blue, green, yellow, orange, red, purple, black, white, and brown.
- e) recognize and print his own first and last name.
- f) arrange three or more story pictures in sequence.
- g) categorize a set of objects or pictures.

LA-KI-03-02 - Demonstrate Active Reading by Decoding & Comprehending (Objective)

T - Teach – These skills are taught.

Students will:

- a) use phonemic awareness to gain meaning when reading:
 - recognize and produce rhyming words orally
 - orally combine and segment syllables
 - recognize initial and final sounds of words orally
- b) use the reading process to apply a variety of comprehension strategies before, during, and after reading:
 - use illustrations and prior knowledge to decode and understand text
 - self-correct for meaning
 - use pictures and illustrations to understand text and to make predictions
 - differentiate letters and words
 - understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right
 - match voice with print, associating syllables, words, and phrases with their written form
 - become familiar with a variety of modes such as Big Books, storytelling, and audio and video modes
 - connect information and events in texts to life experiences
- c) demonstrate an understanding of literacy texts:
 - understand sequence, i.e., beginning, middle and end
 - use illustrations to retell a story

- listen and respond to stories based on well known characters, themes, plots, and settings
- d) demonstrate understanding of informational text by listening and responding to informational texts
- e) use a variety of strategies to develop and expand reading, listening, and speaking vocabularies:
 - learn new vocabulary through read alouds, explicit instruction, and independent reading
 - reads high frequency words (Use the list from **Treasures**.)
 - understands grade level appropriate technical and subject specific vocabulary.

LA-KI-03-03 - Recognize Letters of the Alphabet (Objective)

C - Critical--Assessment Reporting Required

The students will recognize 80 percent of the letters of the alphabet (40 of the 52 letters).

LA-KI-03-04 - Associate Consonants with Correct Beginning Sounds (Objective)

C - Critical--Assessment Reporting Required

The students will associate the consonants with the correct beginning sounds of words with 80 percent accuracy (17 of the 21 consonants).

LA-KI-04 - WRITING (Content Standard)

State Standard and Benchmark Correlation:

LAKI.2.1 Apply Writing Skills: Plan, Draft, Revise, Publish (taught, not tested)

LAKI.2.2 Write Variety of Expressive/Expository Pieces

The students will pre-write a variety of expressive and expository pieces using the writing process.

LA-KI-04-01 - Pre-Write Using the Writing Process (Objective)

C-NR - Critical-District Reporting Not Required

The students will draw a picture and dictate a sentence to the teacher relating to the picture.

LA-KI-04-02 - Express Ideas in Writing

T - Teach

Students will use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.

LA-KI-04-03 - Print First and Last Name in Upper/Lower Case (Objective)

C-NR - Critical-District Reporting Not Required

The students will print his first and last name in upper and lower case letters.

LA-KI-05 - KEYBOARDING (Content Standard)

State Standard and Benchmark Correlation:

(no state standard correlation)

The students will demonstrate basic keyboarding skills at a level appropriate for kindergarten.

LA-KI-05-01 - Demonstrate Basic Keyboarding Skills (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate basic keyboarding skills:

- a) understand the manipulation and positioning of the mouse.

- b) know right- and left-hand placement on the keyboard.
- c) know location of number and letter rows.
- d) type first name.

LA-KI-06 FOREIGN LANGUAGE (Content Standard)

State Standard and Benchmark Correlation:

FL2.1.1 Mimic Everyday Language (taught, not tested)

FL2.1.2 Listen to and Comprehend Everyday Language (taught, not tested)

FL2.2.1 Products, Practices of the Target Culture (taught, not tested)

The students will be exposed to the content of the Salsa program: Spanish.

LA-KI-06-01 - Salsa Program: Spanish Language (Objective)

C - Critical--Assessment Reporting Required

The students will be exposed to the content of the Salsa program: Spanish.

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