

ENGLISH LANGUAGE ARTS/READING

KINDERGARTEN

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

PHONOLOGICAL AWARENESS

It is expected that students will:

- (K) 1.1 A. demonstrate phonological awareness of spoken words through
 1. syllable awareness [PS/NS 1.K.1]
 2. onset and rime awareness [PS/NS 1.K.1]
 3. rhyming (e.g., produce oral rhymes) [NS 1.K.1]
 4. concept of word [NS 1.K.1]
 5. alliteration
- B. repeat random strings of digits, words, sounds, or letters presented once auditorily

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

PHONEMIC AWARENESS

It is expected that students will:

- (K) 1.2 A. demonstrate phonemic awareness of spoken words through
 1. matching sounds [PS/NS 1.K.2]
 2. isolating sounds [PS/NS 1.K.2]
 3. blending sounds [PS/NS 1.K.2]
 4. segmenting sounds [PS/NS 1.K.2]
 5. deleting sounds [PS/NS 1.K.2]
 6. substituting sounds [PS/NS 1.K.2]
- B. identify and work with phonemes in spoken words through
 1. initial sounds
 2. final sounds
 3. medial sounds

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (K) 1.3 A. identify and name upper and lower case letters of the alphabet [PS/NS 1.K.3]
- B. identify various fonts of letters (e.g., a, k, g, q)
- C. identify letter-sound relationships [PS/NS 1.K.3]
- D. decode words using letter/sound relationships [PS/NS 1.K.3]
- E. decode (CVC) words in text through short vowels (e.g., cat, sit, run) [PS/NS 1.K.3]
- F. decode words in text through long vowels with assistance [NS 1.K.3]
- G. identify and manipulate initial sounds of written words
- H. identify and manipulate final sounds of written words
- I. use high frequency words and environmental print to read simple text

VOCABULARY DEVELOPMENT

It is expected that students will:

- (K) 1.4 A. comprehend vocabulary using
 1. pictures [PS/NS 1.K.4]
 2. symbols [PS/NS 1.K.4]
 3. environmental print [PS/NS 1.K.4]
- B. comprehend vocabulary, with assistance, using
 1. suffixes [NS 1.K.4]
 2. synonyms [NS 1.K.4]
 3. antonyms [NS 1.K.4]
- C. build vocabulary using
 1. pictures [PS/NS 1.K.4]
 2. symbols [PS/NS 1.K.4]
 3. environmental print [PS 1.K.4]
- D. sequence the letters of the alphabet to understand alphabetic order [PS/NS 1.K.4]
- E. use resources to find the meaning of unknown words encountered in text with assistance (e.g., glossary, picture dictionary/thesaurus) [NS 1.K.4]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

- F. develop vocabulary by listening to and discussing selections read aloud
- G. develop vocabulary through meaningful experiences (e.g., wide reading, discussion of word meaning, interactive activities, examples and non-examples)
- H. identify and sort common words into basic categories (e.g., concrete collections of animals, colors, shapes, foods)
- I. describe common objects and events in both general and specific language
- J. use clear and specific vocabulary to communicate orally
- K. use new vocabulary and grammatical constructs in speech
- L. use vocabulary to ask questions and respond to others
- M. build familiarity and use the vocabulary of book language

FLUENCY AND COMPREHENSION

It is expected that students will:

- (K) 1.5
 - A. identify letter names and sounds with automaticity
 - B. identify high frequency words to build fluency and comprehension [PS/NS 1.K.5]
 - C. listen for and identify, with assistance,
 - 1. main idea [NS 7.K.1]
 - 2. purpose [NS 7.K.1]
 - 3. messages [NS 7.K.1]
 - 4. sequence of events
 - D. listen to and discuss a variety of literary and expository text
 - E. participate in small-group differentiated instruction regularly

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (K) 2.1
 - A. demonstrate concept of word [PS/NS 2.K.1]
 - B. demonstrate voice-to-print match [PS/NS 2.K.1]
 - C. identify
 - 1. author [PS/NS 2.K.1]
 - 2. illustrator [PS/NS 2.K.1]
 - 3. cover [PS 2.K.1]
 - 4. title [PS 2.K.1]
 - 5. key vocabulary
 - D. demonstrate concept of print
 - 1. use top-to-bottom orientation [PS 2.K.1]
 - 2. use left-to-right directionality [PS 2.K.1]

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3. understand story sense [PS 2.K.1]
 4. identify forms of print: letters, sounds, and sentence
 5. use return sweep
 6. understand that print conveys a message
 7. make predictions
 8. determine text type (e.g., literary/fiction, expository/non-fiction)
 9. choose appropriate graphic organizer with assistance
- E. use background experiences and prior knowledge to gain meaning from text

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (K) 2.2
- A. use during-reading strategies, with assistance, based on text and purpose to
 1. make predictions [PS/NS 2.K.2]
 2. identify key vocabulary [PS/NS 2.K.2]
 3. make inferences [PS/NS 2.K.2]
 4. make connections to personal experiences and knowledge
 5. identify main idea with assistance
 6. visualize/create mental images
 7. use appropriate graphic organizer with assistance
 - B. demonstrate ability to monitor comprehension with assistance
 1. know when meaning is lost
 2. ask questions

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (K) 2.3
- A. use after-reading strategies, with assistance, based on text and purpose to
 1. orally recall details [PS/NS 2.K.3]
 2. orally restate main ideas [PS/NS 2.K.3]
 - B. retell beginning, middle, and end of familiar stories with assistance [PS 2.K.A1]
 - C. retell stories in a variety of ways
 1. verbal
 2. pictures
 3. puppetry
 4. dramatics
 5. writing
 - D. connect, compare, and contrast story elements in text with assistance
 - E. use appropriate graphic organizer with assistance

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

SETTING AND PLOT

It is expected that students will:

- (K) 3.1 A. listen for and identify
 1. setting [PS/NS 3.K.1]
 2. sequence of events (beginning, middle, and end of familiar stories) [PS/NS 3.K.1]
- B. make inferences and draw conclusions about setting and plot using words and pictures based on evidence [NS 3.K.1]

CHARACTERIZATION

It is expected that students will:

- (K) 3.2 A. listen to, identify, and describe physical traits with assistance [NS 3.K.2]
- B. listen to, identify, and describe personality traits with assistance [NS 3.K.2]
- C. make inferences and draw conclusions about a character(s) based on evidence with assistance [NS 3.K.2]

THEME

It is expected that students will:

- (K) 3.3 A. listen to and identify the main idea [PS/NS 3.K.3]
- B. identify a lesson learned based on events and/or characters actions with assistance

POINT OF VIEW

It is expected that students will:

- (K) 3.4 A. listen to and identify first-person point of view with assistance [NS 3.K.4]

LANGUAGE

It is expected that students will:

- (K) 3.5 A. listen to and identify examples of words that create images with assistance [NS 3.K.5]
- B. listen to and identify the effects of rhythm and rhyme with assistance [NS 3.K.5]
- C. listen to and identify dialect [NS 3.K.5]

TONE, MOOD, AND IRONY

It is expected that students will:

- (K) 3.6 A. listen to and identify words and phrases that reveal tone with assistance [NS 3.K.6]

CULTURES AND TIME PERIODS

It is expected that students will:

- (K) 3.7 A. listen to, read, and discuss, with assistance, texts from different
 1. cultures [PS/NS 3.K.7]
 2. time periods [PS/NS 3.K.7]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

PREDICTIONS

It is expected that students will:

- (K) 3.8 A. listen to and make predictions based on evidence with assistance [NS 3.K.8]
- B. confirm/negate predictions

RESPONDING TO TEXT

It is expected that students will:

- (K) 3.9 A. make connections to self, other text, and/or the world with assistance [NS 3.K.9]
- B. respond to who, what, when, where, and why questions [PS 3.K.A1]
- C. generate who, what, where, when, why, and how questions
- D. respond to stories and information through words and pictures
- E. make inferences using words and pictures
- F. identify real and make-believe
- G. discuss author and illustrator
- H. determine importance in stories
- I. orally recall details [PS/NS 2.K.3]
- J. orally restate main ideas [PS/NS 2.K.3]
- K. retell beginning, middle, and end of familiar stories with assistance [PS 2.K.A1]
- L. retell stories in a variety of ways (e.g., verbal, pictures, puppetry, dramatics, writing)
- M. use appropriate graphic organizer

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

TEXT FEATURES

It is expected that students will:

- (K) 4.1 A. listen to and identify, with assistance, the purpose of and gain information from text features
 - 1. illustrations [PS/NS 4.K.1]
 - 2. graphs [PS/NS 4.K.1]
 - 3. charts [PS/NS 4.K.1]
 - 4. titles [PS/NS 4.K.1]
- B. recall information from text features
 - 1. texts
 - 2. pictures
 - 3. graphs

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

- C. identify the purpose of and gain information from multi-media sources (e.g., text, Internet, video streaming)
- D. demonstrate concepts of print
 - 1. top-to-bottom orientation [PS 2.K.1]
 - 2. left-to-right directionality [PS 2.K.1]
 - 3. story sense [PS 2.K.1]
 - 4. forms of print: letters, sounds, and sentence
 - 5. return sweep
 - 6. print to convey a message
 - 7. uses background experiences and prior knowledge to gain meaning from text

LANGUAGE

It is expected that students will:

- (K) 4.2
 - A. distinguish between statements and questions [PS 4.K.A1]
 - B. identify dialect with assistance [NS 4.K.2]
 - C. identify words and phrases that reveal tone with assistance [NS 4.K.2]

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (K) 4.3
 - A. listen to and describe sequential order [PS/NS 4.K.3]
 - B. listen to and identify the topic [PS/NS 4.K.3]
 - C. identify problems and solutions with assistance
 - D. identify what the character wants and the solution with assistance
 - E. identify main idea with assistance

CULTURES AND TIMES

It is expected that students will:

- (K) 4.4
 - A. listen to, read, and discuss, with assistance, text from different
 - 1. cultures [PS/NS 4.K.4]
 - 2. time periods [PS/NS 4.K.4]

RESPONDING TO TEXT

It is expected that students will:

- (K) 4.5
 - A. make connections to self, other text, and/or the world with assistance [NS 4.K.5]
 - B. listen to and use information to answer specific questions [PS/NS 4.K.5]
 - C. orally recall details [PS/NS 2.K.3]
 - D. orally restate main ideas [PS/NS 2.K.3]
 - E. use appropriate graphic organizer

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (K) 4.6
 - A. listen to and make predictions based on evidence with assistance [NS 4.K.6]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

- B. listen to and make inferences based on evidence with assistance [NS 4.K.6]
- C. listen to and draw conclusions based on evidence with assistance [NS 4.K.6]
- D. confirm/negate predictions
- E. identify facts with assistance

DIRECTIONS

It is expected that students will:

- (K) 4.7 A. listen to and follow pictorial and written directions to complete tasks with assistance [PS/NS 4.K.7]

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate skills.

PREWRITING

It is expected that students will:

- (K) 5.1 A. use prewriting strategies to plan written work with assistance (e.g., brainstorming, graphic organizers, pictures, lists) [PS/NS 5.K.1]
- B. explore a topic to plan written work with assistance [PS/NS 5.K.1]
- C. choose and narrow a topic to organize ideas with assistance (e.g., graphic organizers, lists) [NS 5.K.1]
- D. ask questions to expand knowledge

DRAFTING

It is expected that students will:

- (K) 5.2 A. draw and communicate ideas daily in written form (e.g., journals, learning logs, lists, labels) [PS/NS 5.K.2]
- B. dictate messages (e.g., stories, daily news)
- C. write words and brief sentences using CVC and high frequency words
- D. use phonetic spelling
- 1. initial sounds
 - 2. medial sounds
 - 3. final sounds
- E. use spelling approximations in written work

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (K) 5.3 A. revise drafts, with assistance, for
- 1. audience [PS/NS 5.K.3]
 - 2. ideas (e.g., clear, detailed, specific to topic) [PS/NS 5.K.3]
 - 3. voice [PS/NS 5.K.3]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

- B. revise by adding details with pictures, dictations, and writing
- C. become familiar with the analytic writing traits
 - 1. ideas
 - 2. organization
 - 3. voice
 - 4. word choice
 - 5. sentence fluency
 - 6. conventions

EDITING FOR MECHANICS

It is expected that students will:

- (K) 5.4 A. edit to ensure correct use of beginning and end punctuation (e.g., period, question mark, exclamation mark) [PS/NS 5.K.A2]
- B. edit capitalization for first and last names [PS/NS 5.K.4]
- C. edit to ensure correct spelling of first and last names [PS/NS 5.K.4]

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (K) 5.5 A. edit for correct use of nouns with assistance [PS/NS 5.K.5]
- B. edit for correct use of words with assistance

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (K) 5.6 A. edit sentence structure for complete sentences with assistance [PS/NS 5.K.6]

PUBLISHING

It is expected that students will:

- (K) 5.7 A. create a final draft through writing, drawing, and/or dictation [PS/NS 5.K.7]
- B. form upper and lower case manuscript (ball and stick) letters using proper form and spacing [PS 5.K.A1]
- C. share drawings and writings with others

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate text and skills.

EXPOSITORY

It is expected that students will:

- (K) 6.1 A. draw and write expository text to communicate [PS/NS 6.K.1]
- B. write to a given prompt about an event, place, object, or person with assistance (e.g., to inform, to explain, to describe)

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (K) 6.2 A. draw and write narrative/descriptive text about familiar experiences and/or events [PS/NS 6.K.2]
- B. write sentences about experiences and/or events appropriate to audience and purpose with assistance [NS 6.K.2]
- C. write to a given prompt with assistance (e.g., entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (K) 6.3 A. listen to and discuss poetry [NS 6.K.3]
- B. respond to poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (K) 6.4 A. draw and write responses to literary text [PS/NS 6.K.4]

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (K) 6.5 A. draw and write responses to expository text [PS/NS 6.K.5]

PERSUASIVE

It is expected that students will:

- (K) 6.6 A. draw and communicate an opinion with assistance [NS 6.K.6]

PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (K) 6.7 A. draw and write personal messages with assistance [NS 6.K.7]

DIRECTIONS

It is expected that students will:

- (K)6.8 A. read and follow simple directions with assistance
 - 1. pictorial
 - 2. written

RESEARCH

It is expected that students will:

- (K) 6.9 A. discuss, write, and draw to
 - 1. formulate a question [PS/NS 6.K.9]
 - 2. record information from simple reference materials and technology [PS/NS 6.K.9]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

3. answer a research question [PS/NS 6.K.9]
- B. identify title and author [PS/NS 6.K.9]
- C. use reference material and technology with assistance
- D. construct simple graphic organizers to show relationships of ideas with assistance (e.g., web, chart, graph)

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

MESSAGE

It is expected that students will:

- (K) 7.1
- A. listen for a variety of purposes including
 1. gaining information [PS/NS 7.K.1]
 2. being entertained [PS/NS 7.K.1]
 3. understanding and following directions [PS/NS 7.K.1]
 4. solving problems
 - B. listen for and identify, with assistance,
 5. main idea [NS 7.K.1]
 6. purpose [NS 7.K.1]
 7. messages [NS 7.K.1]
 8. sequence of events
 - C. listen to and follow directions
 - D. create mental images while listening to stories
 - E. activate prior knowledge and link to new information

CONTENT AND DELIVERY

It is expected that students will:

- (K) 7.2 A. listen and respond to oral communication [PS/NS 7.K.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (K) 7.3 A. expand vocabulary through listening (e.g., stories, poems, songs) [PS/NS 7.K.3]

LANGUAGE

It is expected that students will:

- (K) 7.4
- A. listen for and identify dialect with assistance [NS 7.K.4]
 - B. listen for and identify the use of formal and informal language with assistance [NS 7.K.4]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

CONVERSATIONS AND GROUP DISCUSSIONS

It is expected that students will:

- (K) 7.5 A. actively listen to a speaker [NS 7.K.5]
- B. listen to and participate in conversations [NS 7.K.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

GIVING DIRECTIONS

It is expected that students will:

- (K) 8.1 A. give directions to complete simple tasks with assistance [PS/NS 8.K.1]
- B. ask questions to clarify directions with assistance [PS/NS 8.K.1]

LANGUAGE

It is expected that students will:

- (K) 8.2 A. use precise language to describe
 - 1. feelings [PS/NS 8.K.2]
 - 2. experiences [PS/NS 8.K.2]
 - 3. observations [PS/NS 8.K.2]
 - 4. ideas [PS/NS 8.K.2]
- B. apply Standard English to communicate ideas with assistance [NS 8.K.2]
- C. use and expand vocabulary to communicate ideas

PRESENTATIONS

It is expected that students will:

- (K) 8.3 A. speak clearly with prosody [PS/NS 8.K.3]
- B. communicate personal experiences and retell stories [PS/NS 8.K.3]
- C. communicate a statement that expresses an opinion [NS 8.K.3]
- D. use complete sentences to communicate ideas
- E. use basic speaking vocabulary to convey a message in conversations (e.g., numbers, adjectives, action words, shapes, colors, categories)
- F. use eye contact and appropriate gestures to enhance oral delivery

GROUP DISCUSSIONS

It is expected that students will:

- (K) 8.4 A. participate in group discussions following the turn-taking process [PS/NS 8.K.4]
- B. participate in group discussions by asking and answering relevant questions [NS 8.K.4]

ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

PHONOLOGY

It is expected that students will:

- (K) 8.5
- A. demonstrate phonological awareness of spoken words through
 - 1. syllable awareness [PS 1.K.1, NS 8.K.5]
 - 2. onset and rime awareness [PS 1.K.1, NS 8.K.5]
 - 3. rhyming (e.g., produce oral rhymes) [PS 1.K.1, NS 8.K.5]
 - 4. concept of word [PS 1.K.1, NS 8.K.5]
 - B. demonstrate phonemic awareness of spoken words by
 - 1. matching sounds [PS 1.K.2, NS 8.K.5]
 - 2. isolating sounds [PS 1.K.2, NS 8.K.5]
 - 3. blending sounds [PS 1.K.2, NS 8.K.5]
 - 4. segmenting sounds [PS 1.K.2, NS 8.K.5]
 - 5. deleting sounds [PS 1.K.2, NS 8.K.5]
 - 6. substituting sounds [PS 1.K.2, NS 8.K.5]
 - C. repeat random strings of digits, words, sounds, or letters presented once auditorily