

Writing

-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ...*).

-Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.

-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

-Speak audibly and **express thoughts, feelings**, and ideas clearly.

Language

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Understand and use question words (interrogatives) (e.g., who, what, where, when, why).**

-Produce and expand complete sentences in shared language activities.

-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Recognize and name end punctuation.**

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

-Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

-With guidance and support from adults, explore word relationships and nuances in word meanings. **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

Farmington Woods IB/PYP Magnet Elementary School

Farmington Woods IB/PYP Magnet Elementary School will promote inquiry and provide an international awareness while educating our children to become life long learners.

Kindergarten Curriculum Objectives Second Quarter Lit. Study Guide



A WCPSS International Baccalaureate PYP Magnet School

This brochure is designed to share grade level standards and benchmarks with our families. Your understanding of what your child is expected to learn at each grade level is essential as we work together to reach your child's fullest potential.

Reading

Students will listen to a word and say another word or words that rhyme.

Before you begin, remind your child that Rhyming Words are words that sound the same at the *END* of the word.

Use simple word such as these when working with your child.

bat-cat can-pan
ball-fall sit-bit

Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes). **Blend and segment onsets and rimes of single-syllable spoken words.**

c-at cat
st-op stop

The onset are the consonant letter(s) up to the first vowel in word.

The rime includes the first vowel and the rest of the letters in a word.

Isolate and pronounce the **initial**, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

Student can pronounce sounds when given a word: c-a-t s-i-t f-u-n m-a-n t-e-n

Reading

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **Count**, pronounce, **blend**, and segment syllables in spoken words.

Practice counting how many syllables are in a word:

Rainbow-2 (rain-bow)
Chair-1 (chair)
Table-2 (ta-ble)
Dinosaur-3 (di-no-saur)

Say the word with pauses in between syllables and have your child blend syllables together to tell you the word.

Letter Naming

- Students must be able to name all capital and lower case letters of the alphabet by the end of 2nd Quarter.

- Write all upper and lower case letters of the alphabet on index cards, and arrange them randomly (*not ABC order*).

- Point to each letter one at a time (not ABC order) and have your child give the name for each of the letters. If your child does not know the letter, make sure you tell them the name of the letter so the next time they see it they will remember the name.

Letter Sounds

- As you go through the letters and your child names the letters, ask them to tell you the sound that the letter makes.

-Students must be able to give the sound for all capital and lowercase letters.

Reading

During your daily reading with your child, whether you are reading to your child or your child is reading to you be sure to check your child's understanding of the stories that are being read.

• *Students will be able to Retell the Story.*

- When reading with your child, stop and have your child tell you what is happening in the story using the words: *first, next, then, last, and finally.*

- Use the following questions to prompt your child to think about the story being read:

- Who were the main characters?
- What was the setting in the story?
- What problem did the main characters experience?
- How was the problem solved?
- What happened first, next, and last?
- What does the story make you think about?

With prompting and support your child should be able to:

-ask and answer questions about unknown words in a text.

-describe the connection between two individuals, events, ideas, or pieces of information in a text.

-Demonstrate understanding of the organization and basic features of print. **Understand that words are separated by spaces in print.**

-At the end of 2nd quarter, your child will be tested using MCLASS assessments from Wake County. Your child must be reading on at least a level C book to be considered on grade level.