

Reading—Fiction and Non-Fiction text

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 recognize common types of text (story books, poems, picture books*
- *With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.*
- *With prompting and support, describe the relationship between illustrations and the story in which they appear. (what moment in a story and illustration depicts.)*
- *Actively engage in group reading activities with purpose and understanding.*
- *Identify the front cover, back cover, and title page of a book.*

Writing

- *Students will be able to write their first and last name*
- *Students will be able to use random letters in writing, and use upper and lower case letters interchangeably in 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.*
- *With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.*

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 First 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.

Language

- Students will recognize words that rhyme when spoken.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Print many upper and lower case letters.**
- Use frequently occurring nouns and verbs.
- With guidance and support from adults, explore word relationships and nuances in word meanings: sort common objects into categories (shapes, food, etc...) to gain a sense of the concepts the categories represent.
- With guidance and support from adults, explore word relationships and nuances in word meanings. **Identify real life connections between words and their use... i.e. places at school are colorful.**

Foundational Skills

- Demonstrates understanding of the organization and basic feature of print: follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Recognize and produce rhyming words.
- Know and apply grade level phonics and word analysis skills in decoding words: demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.



Speaking and Listening

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. **Follow agreed upon rules for discussion (e.g. listening to other and taking turns speaking about the topics and text under discussion.)**
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

