

# Crook County School District

## Kindergarten Literacy Curriculum Learning Targets

### Writing

#### Ideas and Content

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- Write unconventional simple messages or directions for a specific reason; purpose; or person (*Audience/purpose*).
- Write unconventional brief stories that use drawings to support meaning and labels objects and places (*Main ideas*).

#### Conventions

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- Use phonemic awareness and letter knowledge to spell independently. Writes most letters and some sight words when dictated (*Spelling*).
- Write some consonant-vowel-consonant words (*Grammar*).
- Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters (*Punctuation*).
- Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters (*Capitalization*).
- Write by moving from left to right and from top to bottom (*Handwriting/Concepts of Print*).

#### Voice

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- Writing in pictures as support.

#### Organization

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- Tell an experience or story in a logical sequence (Sequence/Beginning, Middle, End).

#### Word Choice

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- Use descriptive words when writing.

#### Sentence Fluency

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- Produces or dictates writing that approximates natural or story language.

#### Modes

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- Writes about personal experiences (*Narrative*).
- Writes simple messages or directions (*Expository*).

#### The Writing Process

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- Discusses ideas to include in a story (*Prewriting*).
- Writes (unconventionally) to express own meaning (*Drafting*).

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### Reading

#### Concepts of Print

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- Distinguish letters from words; recognize upper and lower case.
- Know that print is spoken words written down that have meaning when constructed as sentences.
- Identify the parts of a book and the orientation of print.

#### Phonemic Awareness

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- Listen to one syllable words; identify beginning and ending sounds.
- Identify all consonant and short vowel sounds.
- Blend two to three phonemes into words, and segment single syllable words into sounds.
- Given a spoken word, produce another word that rhymes with it.

#### Phonics, Decoding and Word Recognition

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- Learn most one-to-one letter sound correspondences, and blend sounds to read one-syllable decodable words.
- Recognize an increasing bank of high frequency sight words.

#### Vocabulary

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- Classify common pictures/words by category to derive meaning.
- Develop vocabulary through listening, discussion, and direct teaching of words in literary, informational, and content specific texts.
- Use vocabulary accurately across the subject areas.

#### Fluency

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- Blend sounds to read one-syllable decodable words.

#### Comprehension

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- Tell the sequence of events in a story.
- Correctly answer simple questions about a text read aloud.
- Develop an interpretation of texts using personal connections and predictions based on pictures or portions of the text.

#### Read to Perform a Task

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- Demonstrate familiarity with everyday print including parts of a book, signs, notices, and labels.

#### Understanding & Using the Reading Process

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- Demonstrate listening comprehension of more complex text through discussion.

#### Understanding & Using a Variety of Literary Forms and Genres

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- Listen to and experience a wide variety of literature including alphabet books, informational stories, classic and contemporary literature.

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## Kindergarten Literacy Curriculum Learning Targets

### Speaking & Listening

#### Listening

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- Listen when others are speaking.
- Understand and follow one and two step oral directions.

#### Analysis

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- N/A

#### Speaking

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- Share information and ideas, speaking in complete, coherent sentences. Tell an experience or story in a logical order.
- Speak audibly and look at listeners most of the time.
- Recite, retell, describe, and dramatize.