

Language Arts/English Curriculum

Kindergarten

Children learn about reading and writing from hearing stories read aloud; seeing others read and write; reading and writing with the teacher; and having opportunities to interact with books, writing materials, and other forms of print. These learning experiences occur daily. When reading and writing, the children are encouraged to draw on background experiences and pictures, use meaning, language structure, and phonics (letter-sound) cues. Big books (books with large print and pictures) class books, and stories or poems with rhyme, rhythm, or repetitive patterns are appealing to kindergarten children and are used daily in the classroom.

Development of letter-sound relationships occurs within the framework of stories the children read and write. This specific instruction is always tied to meaning. Foundations for reading and writing are built on what children already know and by expanding and enriching their language through experiences that encourage listening, thinking, and speaking.



ELA.K

Standard 1

DEMONSTRATE GROWTH IN THE USE OF ORAL LANGUAGE

The student will demonstrate growth in the use of oral language.



Benchmark 1.a

Listen to a Variety of Literary Forms Including Stories and Poems

The student will listen to a variety of literary forms, including stories and poems.



Indicator 1.a.1

Listen to a variety of literary forms, including stories and poems

Listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.



Indicator 1.a.2

Listen to a variety of literature, such as fiction, poetry, etc.

Listen to a variety of literature, such as fiction, information, poetry, and nursery rhymes.



Indicator 1.a.3

Listen to experienced reader read aloud from an informational book

Listen to an experienced reader read aloud from an informational book.



Benchmark 1.b

Participate in Choral Speaking & Recite Short Poems, Songs, Etc.

The student will participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.



Indicator 1.b.1

Participate in choral speaking and recite poems, rhymes, songs, etc.

Participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains.





Indicator 1.b.2


Participate in shared reading of poetry and rhymes


Participate in shared reading of poetry and rhymes.


 **Indicator 1.b.3**
Participate in choral speaking of poetry and rhymes
Participate in choral speaking of poetry and rhymes.


 **Indicator 1.b.4**
Participate in shared reading
Participate in shared reading.


 **Indicator 1.b.5**
Participate in oral language activities such as dramatic play, etc.
Participate in oral language activities such as dramatic play, puppetry, and finger plays.


 **Benchmark 1.c**
Participate in Creative Dramatics
The student will participate in creative dramatics.


 **Indicator 1.c.1**
Use drama to retell familiar stories, rhymes, and poems
Use drama to retell familiar stories, rhymes, and poems.


 **Indicator 1.c.2**
Participate in creative dramatics
Participate in creative dramatics.


 **Indicator 1.c.3**
Participate in role-playing or dramatic play based on literature
Participate in role-playing or dramatic play based on literature.


 **Benchmark 1.d**
Begin to Discriminate Between Spoken Sentences, Words, Syllables
The student will begin to discriminate between spoken sentences, words, and syllables.

 **Indicator 1.d.1**
Begin to discriminate between spoken sentences, words, & syllables
Discriminate between large phonological units of running speech, sentences, words, and syllables.

 **Indicator 1.d.2**
Divide spoken sentences into individual words
Demonstrate the concept of word by dividing spoken sentences into individual words.

 **Benchmark 1.e**
Recognize Rhyming Words
The student will recognize rhyming words.

 **Indicator 1.e.1**
Identify words that rhyme
Identify words that rhyme.


 **Indicator 1.e.2**
Recognize rhyming words

Recognize rhyming words.

 **Benchmark 1.f**

Generate Rhyming Words in a Rhyming Pattern

The student will generate rhyming words in a rhyming pattern.

 **Indicator 1.f.1**


Generate rhyming words based on a given rhyming pattern

Generate rhyming words based on a given rhyming pattern.

 **Indicator 1.f.2**

Supply appropriate rhyming words or rhyming lines

Supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

 **Indicator 1.f.3**

Begin to create rhyming words

Begin to create rhyming words.



ELA.K

Standard 2


USE LISTENING AND SPEAKING VOCABULARIES

The student will use listening and speaking vocabularies.

 **Benchmark 2.a**

Use Number Words

The student will use number words.

 **Indicator 2.a.1**


Understand and use number words

Understand and use number words in conversations, during group activities, and during teacher-directed instruction.

 **Benchmark 2.b**


Use Words to Describe/Name People, Places, and Things

The student will use words to describe/name people, places, and things.

 **Indicator 2.b.1**

Use words to describe/name people, places, and things

Use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction.

 **Indicator 2.b.2**

Hear and use new words and phrases

Hear and use new words and phrases.

 **Benchmark 2.c**

Use Words to Describe Location, Size, Color, and Shape

The student will use words to describe location, size, color, and shape.

**Indicator 2.c.1****Use words to describe location, size, color, and shape**

Use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.

**Indicator 2.c.2****Use words such as over, under, between, beside to describe location**

Use words such as *over*, *under*, *between*, and *beside* to describe location.

**Indicator 2.c.3****Use detailed sentences that include describing words**

Use detailed sentences that include describing words.

**Benchmark 2.d****Use Words to Describe Actions**

The student will use words to describe actions.

**Indicator 2.d.1****Use a variety of words to describe the actions of characters & people**

Use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities.

**Indicator 2.d.2****Use words such as before, after, and next to sequence events**

Use words such as *before*, *after*, and *next* to sequence events.

**Indicator 2.d.3****Share personal stories with some details**

Share personal stories with some details.

**Benchmark 2.e****Ask About Words Not Understood**

The student will ask about words not understood.

**Indicator 2.e.1****Recognize when they do not understand a word; seek clarification**

Recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult.

**Indicator 2.e.2****Ask questions to clarify understanding**

Ask questions to clarify understanding.

**Benchmark 2.f****Follow One-Step and Two-Step Directions**

The student will follow one-step and two-step directions.

**Indicator 2.f.1****Repeat and follow one-step and two-step oral directions.**

Repeat and follow one-step and two-step oral directions.

Indicator 2.f.2

 **Follow simple oral directions**

Follow simple oral directions.

 **Benchmark 2.g**
Begin to Ask How and Why Questions

The student will begin to ask how and why questions.

 **Indicator 2.g.1**
Understand difference in stating facts & formulating how/why questions

Understand the difference between stating known facts and formulating how and why questions.

 **Indicator 2.g.2**
Ask how and why questions to gain information


Ask how and why questions to gain information.

 **Indicator 2.g.3**
Predict how to find answers to questions

Predict how to find answers to questions.

 **Indicator 2.g.4**
Begin to use pictures and other visuals to answer questions

Begin to use pictures and other visuals to answer questions.

 **Indicator 2.g.5**
Begin to ask how and why questions

Begin to ask how and why questions.

 **ELA.K**
Standard 3
BUILD ORAL COMMUNICATION SKILLS


The student will build oral communication skills.

 **Benchmark 3.a**
Begin to Follow Implicit Rules for Conversation


The student will begin to follow implicit rules for conversation, including taking turns and staying on topic.

 **Indicator 3.a.1**
Allow others to speak without unnecessary interruptions

Allow others to speak without unnecessary interruptions.

 **Indicator 3.a.2**
Wait for their turn to speak


Wait for their turn to speak.


 **Indicator 3.a.3**
Stay on topic


Stay on topic.


 **Indicator 3.a.4**
Stay on topic in classroom discussions


Stay on topic in classroom discussions.


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-  **Benchmark 3.b**
Express Ideas and Needs in Complete Sentences
The student will express ideas and needs in complete sentences.


-  **Indicator 3.b.1**
Speak in complete, simple sentences
Speak in complete, simple sentences.


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-  **Benchmark 3.c**
Begin to Use Appropriate Voice Level, Phrasing, and Intonation
The student will begin to use voice level, phrasing, and intonation appropriate for language situation.

-  **Indicator 3.c.1**
Begin to use appropriate voice level, intonation, etc. for situation
Begin to use voice level, phrasing, and intonation appropriate for the language situation.


-  **Indicator 3.c.2**
Match language to the purpose, situation, environment, & audience
Match language to the purpose, situation, environment, and audience.


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-  **Benchmark 3.d**
Listen and Speak in Informal Conversations with Peers and Adults
The student will listen and speak in informal conversations with peers and adults.

-  **Indicator 3.d.1**
Listen attentively to others in formal, informal settings
Listen attentively to others in a variety of formal and informal settings involving peers and adults.

-  **Indicator 3.d.2**
Respond to how, why, and when questions
Respond to how, why, and when questions.

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-  **Benchmark 3.e**
Begin to Initiate Conversations
The student will begin to initiate conversations.

-  **Indicator 3.e.1**
Initiate conversations in a variety of school settings
Initiate conversations with peers and teachers in a variety of school settings.

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-  **Benchmark 3.f**
Participate in Discussions About Books and Specific Topics
The student will participate in discussions about books and specific topics.

-  **Indicator 3.f.1**

Listen to, discuss fiction & nonfiction that reflect VA's SOLs

Listen to and discuss fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

**Indicator 3.f.2****Clearly state a thought related to the book or topic being discussed**

Clearly state a thought related to the book or topic being discussed.

**Indicator 3.f.3****Share topic related experiences**

Share topic related experiences.

**Indicator 3.f.4****Share information**

Share information.

**Indicator 3.f.5****Share info from any source about a specific topic with classmates**

Share information from any source about a specific topic with classmates.

**Indicator 3.f.6****Participate in class projects**

Participate in class projects.

**Indicator 3.f.7****Select a book for reading**

Select a book for reading.

**Indicator 3.f.8****Recall related experiences**

Recall related experiences.

**Indicator 3.f.9****Recall related knowledge**

Recall related knowledge.

**Indicator 3.f.10****Select and share books**

Select and share books.

**Indicator 3.f.11****Make comparisons with other stories or information**

Make comparisons with other stories or information.

**Indicator 3.f.12****Work in small groups w/ classmates to accomplish a meaningful task**

Work in small groups with classmates to accomplish a meaningful task.


**Indicator 3.f.13****Report results of a group activity**

Report results of a group activity.


**Indicator 3.f.14****Choose books with others**

Choose books with others.

Indicator 3.f.15


Read with others

Read with others.


**Indicator 3.f.16
Share a reading or writing experience**

Share a reading or writing experience.


ELA.K
Standard 4
HEAR, SAY, & MANIPULATE PHONEMES OF SPOKEN LANGUAGE

The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.


Benchmark 4.a
Identify Orally Words That Rhyme

The student will identify orally words that rhyme.


Indicator 4.a.1
Identify a word that rhymes with a spoken word

Identify a word that rhymes with a spoken word.


Indicator 4.a.2
Supply a word that rhymes with a spoken word

Supply a word that rhymes with a spoken word.


Indicator 4.a.3
Produce rhyming words; recognize pairs of rhyming words

Produce rhyming words and recognize pairs of rhyming words presented orally.


Benchmark 4.b
Identify Words Orally According to Shared Beginning or Ending Sounds

The student will identify words orally according to shared beginning or ending sounds.


Indicator 4.b.1
Focus on speech sounds

Focus on speech sounds.


Indicator 4.b.2
Recognize similarities/differences in beginning, ending sounds

Recognize similarities and differences in beginning and ending sounds (phonemes) of words.


Indicator 4.b.3
Determine the order of speech sounds in a given word

Determine the order of speech sounds (phonemes) in a given word by answering the following questions:

- What is the beginning sound you hear?
- What is the ending sound you hear?


Indicator 4.b.4
Supply word with same beginning/ending sound as a spoken word

Supply a word that has the same beginning or ending sound (phoneme) as a spoken word.

**Indicator 4.b.5****Identify pictures of objects with same beginning/ending sound**

Identify pictures of objects whose names share the same beginning or ending sound (phoneme).

**Indicator 4.b.6****Sort pictures of objects with same beginning/ending sound**

Sort pictures of objects whose names share the same beginning or ending sound (phoneme).

**Indicator 4.b.7****Substitute the beginning consonant to make a new word**

Substitute the beginning consonant to make a new word.

**Indicator 4.b.8****Hear and identify sounds in words**

Hear and identify sounds in words.

**Indicator 4.b.9****Identify words that begin with the same sound**

Identify words that begin with the same sound.

**Indicator 4.b.10****Identify words that begin with different sounds**

Identify words that begin with different sounds.

**Benchmark 4.c****Blend Sounds Orally to Make Words or Syllables**

The student will blend sounds orally to make words or syllables.

**Indicator 4.c.1****Blend three given phonemes to make words**

Blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word *cat*).

**Benchmark 4.d****Divide One-Syllable Words into Sounds (Phonemes)**

The student will divide one-syllable words into sounds (phonemes).

**Indicator 4.d.1****Recognize that a word breaks down into individual phonemes**

Recognize that a word breaks down into individual phonemes.

**Indicator 4.d.2****Recognize how phonemes sound when spoken in isolation**

Recognize how phonemes sound when spoken in isolation.

**Indicator 4.d.3****Segment one-syllable words into onset and rime**

Segment one-syllable words into onset and rime.

**Indicator 4.d.4****Segment one-syllable words into sounds (phonemes)**

Segment one-syllable words into sounds (phonemes).

**Benchmark 4.e****Divide Words into Syllables**

The student will divide words into syllables.

**Indicator 4.e.1****Break down a word into individual syllables by clapping**

Break down a word into individual syllables by clapping.

**Indicator 4.e.2****Segment multisyllabic words into syllables**

Segment multisyllabic words into syllables.

**Benchmark 4.f****Break Down a Sentence into Individual Words**

The student will break down a sentence into individual words.

**Indicator 4.f.1****Break down a sentence into individual words**

Break down a sentence into individual words.

**ELA.K****Standard 5****UNDERSTAND HOW PRINT IS ORGANIZED AND READ**

The student will understand how print is organized and read.

**Benchmark 5.a****Hold Print Materials in the Correct Position**

The student will hold print materials in the correct position.

**Indicator 5.a.1****Hold printed material the correct way**

Hold printed material the correct way.

**Indicator 5.a.2****Turn pages appropriately**

Turn pages appropriately.

**Benchmark 5.b****Identify the Front Cover, Back Cover, and Title Page of a Book**

The student will identify the front cover, back cover, and title page of a book.

**Indicator 5.b.1****Identify the front and back covers of a book**

Identify the front and back covers of a book.

**Indicator 5.b.2****Distinguish the title page from all the other pages in a book**

Distinguish the title page from all the other pages in a book.

**Indicator 5.b.3****Display knowledge of awareness of print**

Display knowledge of awareness of print, such as front to back of book, top to bottom of a page, left to right on a line of print, and return sweep.

**Benchmark 5.c****Follow Words Left to Right & Top to Bottom on a Printed Page**

The student will follow words from left to right and from top to bottom on a printed page.

**Indicator 5.c.1****Follow text with a finger, pointing to each word as it is read**

Follow text with a finger, pointing to each word as it is read from left to right and top to bottom.

**Indicator 5.c.2****Distinguish print from pictures**

Distinguish print from pictures.

**Indicator 5.c.3****Locate words, letters, spaces, and lines of text**

Locate words, letters, spaces, and lines of text.

**Indicator 5.c.4****Locate periods, question marks, and exclamation points**

Locate periods, question marks, and exclamation points.

**Indicator 5.c.5****Develop understanding of concepts of letter, word, and sentence**

Develop an understanding of the concepts of letter, word, and sentence.

**Indicator 5.c.6****Demonstrate a developing awareness of spacing between words**

Demonstrate a developing awareness of spacing between words.

**Indicator 5.c.7****Follow print by matching spoken word to printed word at times**

Follow print by matching spoken word to printed word at times.

**Benchmark 5.d****Match Voice with Print: Syllables, Words, and Phrases**

The student will match voice with print: syllables, words, and phrases.

**Indicator 5.d.1****Match voice with print in syllables, words, and phrases**

Match voice with print in syllables, words, and phrases.

**ELA.K****Standard 6****DEMONSTRATE AN UNDERSTANDING THAT PRINT MAKES SENSE**

The student will demonstrate an understanding that print makes sense.

**Benchmark 6.a****Explain That Printed Materials Provide Information**

The student will explain that printed materials provide information.

**Indicator 6.a.1****Explain that printed text provides information**

Explain that printed text provides information.

**Indicator 6.a.2****Apply knowledge that print conveys a message**

Apply knowledge that print conveys a message.

**Indicator 6.a.3****Retell info gathered from looking at picture or from listening to text**

Retell information gathered from looking at a picture or from listening to a text read to them.

**Indicator 6.a.4****Develop an understanding that what is read should make sense**

Develop an understanding that what is read should make sense.

**Indicator 6.a.5****Become aware of printed informational sources**

Become aware of printed informational sources such as trade books, picture dictionaries, and electronic media.

**Benchmark 6.b****Identify Common Signs and Logos**

The student will identify common signs and logos.

**Indicator 6.b.1****Recognize and identify common signs, logos, and labels**

Recognize and identify common signs, logos, and labels.

**Indicator 6.b.2****Recognize/identify own first & last names & first names of classmates**

Recognize and identify their own first and last names and the first names of classmates.

**Benchmark 6.c****Read Ten High-Frequency Words**

The student will read ten high-frequency words.

**Indicator 6.c.1****Recognize ten high-frequency words**

Recognize ten high-frequency words. (Each student may know a different set of words.)

**Indicator 6.c.2****Locate high-frequency words and phrases in familiar text**

Locate high-frequency words and phrases in familiar text.

**Indicator 6.c.3****Identify some known words**

Identify some known words.

**Benchmark 6.d****Read and Explain Own Writing and Drawings**

Read and explain own writing and drawings.

**Indicator 6.d.1****Read and explain their own drawings and writings**

Read and explain their own drawings and writings.

**Indicator 6.d.2****Begin to read own writing**

Begin to read own writing.

**ELA.K****Standard 7****DEVELOP AN UNDERSTANDING OF BASIC PHONETIC PRINCIPLES**

The student will develop an understanding of basic phonetic principles.

**Benchmark 7.a****Identify & Name the Uppercase & Lowercase Letters of the Alphabet**

The student will identify and name the uppercase and lowercase letters of the alphabet.

**Indicator 7.a.1****Recognize, name uppercase & lowercase letters in sequence & randomly**

Recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.

**Indicator 7.a.2****Match uppercase and lowercase letter pairs**

Match uppercase and lowercase letter pairs.

**Indicator 7.a.3****Identify & name most upper and lowercase letters of the alphabet**

Identify and name most uppercase and lowercase letters of the alphabet.

**Benchmark 7.b****Match Consonant & Short Vowel Sounds to Appropriate Letters**

The student will match consonant and short vowel sounds to appropriate letters.

**Indicator 7.b.1****Recognize and say the usual sounds of all letters**

Recognize and say the usual sounds of all letters.

**Indicator 7.b.2****Write the grapheme (letter) that represents a spoken sound**

Write the grapheme (letter) that represents a spoken sound.

**Indicator 7.b.3****Recognize that words are made of letters**

Recognize that words are made of letters.

Indicator 7.b.4

**Demonstrate knowledge of most letter-sound relationships**

Demonstrate knowledge of most letter-sound relationships.

**Benchmark 7.c****Identify Beginning Consonant Sounds in Single-Syllable Words**

The student will identify beginning consonant sounds in single-syllable words.

**Indicator 7.c.1****Isolate initial consonants in single-syllable words**

Isolate initial consonants in single-syllable words. (For example, /t/ is the first sound in *top*.)

**Indicator 7.c.2****Identify onset & rime and separate the sounds fully**

Identify the onset (/c/) and rime (-at) and begin to separate the sounds fully (/c/-a/-t/) by saying each sound aloud.

**Indicator 7.c.3****Blend onsets (/c/) and rimes (-at) to form words (cat)**

Blend onsets (/c/) and rimes (-at) to form words (*cat*).

**Indicator 7.c.4****Substitute other onsets (/b/ for /c/) to form different words (bat)**

Substitute other onsets (/b/ for /c/) to form different words (*bat*).

**ELA.K****Standard 8****DEMONSTRATE COMPREHENSION OF FICTION AND NONFICTION**

The student will demonstrate comprehension of fiction and nonfiction.

**Benchmark 8.a****Use Pictures to Make Predictions About Content**

The student will use pictures to make predictions about content.

**Indicator 8.a.1****Make predictions based on illustrations or portions of a text**

Make predictions based on illustrations or portions of a text.

**Indicator 8.a.2****Begin to use pictures to make story predictions**

Begin to use pictures to make story predictions.

**Indicator 8.a.3****Predict action of a story**

Predict action of a story.

**Indicator 8.a.4****Predict information an author will give**


Predict information an author will give.

**Indicator 8.a.5****Invent stories for pictures in books**


Invent stories for pictures in books.

 **Benchmark 8.b****Retell Familiar Stories, Using Beginning, Middle, and End**


The student will retell familiar stories, using beginning, middle, and end.

 **Indicator 8.b.1****Retell a story in their own words; arrange events in correct sequence**


Retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end).

 **Indicator 8.b.2****Retell story events from familiar stories with prompting/questioning**


Retell a few story events from familiar stories with teacher prompting or questioning.

 **Indicator 8.b.3****Retell a favorite story or favorite part of a story**


Retell a favorite story or favorite part of a story.

 **Indicator 8.b.4****Retell a story with others**


Retell a story with others.

 **Benchmark 8.c****Discuss Characters, Setting, and Events**


The student will discuss characters, setting, and events.

 **Indicator 8.c.1****Give evidence that they understand the meaning of what is read aloud**


Give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.

 **Indicator 8.c.2****Use descriptive language to talk about characters, settings, events**


Use descriptive language to talk about characters, settings, and events of a story.

 **Indicator 8.c.3****Respond to simple questions about the content of a book**


Respond to simple questions about the content of a book.

 **Indicator 8.c.4****Produce artwork, written response to demonstrate comprehension**


Produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud.

 **Indicator 8.c.5****Link knowledge from own experiences to talk about a text**

Link knowledge from their own experiences to make sense of and talk about a text.

 **Indicator 8.c.6****Discuss how events in literature relate to personal experiences**

Discuss how events in a specific piece of literature relate to personal experiences.

 **Indicator 8.c.7****Discuss characters**

Discuss characters.



Indicator 8.c.8

Discuss setting

Discuss setting.



Indicator 8.c.9

Discuss the problem in a story

Discuss the problem in a story.



Indicator 8.c.10

Discuss steps taken to solve the problem

Discuss steps taken to solve the problem.



Indicator 8.c.11

Discuss stories

Discuss stories.



Indicator 8.c.12

Form opinions about content

Form opinions about content.



Benchmark 8.d

Use Story Language in Discussions and Retellings

The student will use story language in discussions and retellings.



Indicator 8.d.1

Use vocabulary from a story in discussions and retellings

Use vocabulary from a story in discussions and retellings.



Indicator 8.d.2

Notice literary patterns in stories and poems

Notice literary patterns such as refrain, repetition, and rhyme in stories and poems.



Indicator 8.d.3

Retell stories incorporating vocabulary and language from the story

Retell stories incorporating vocabulary and language from the story.



Benchmark 8.e

Identify What an Author Does and What an Illustrator Does

The student will identify what an author does and what an illustrator does.



Indicator 8.e.1

Identify the roles of an author and an illustrator

Identify the roles of an **author** and an **illustrator**.



Indicator 8.e.2

Identify what authors and illustrators do

Identify what authors and illustrators do.



Benchmark 8.f

Identify the Topics of Nonfiction Selections

The student will identify the topics of nonfiction selections.

**Indicator 8.f.1****Name the topic of a nonfiction selection**

Name the topic of a **nonfiction** selection.

**Indicator 8.f.2****Identify the topic of a selection**

Identify the topic of a selection.

**Indicator 8.f.3****Discuss the topic of informational text**

Discuss the topic of informational text.

**ELA.K****Standard 9****PRINT THE UPPERCASE & LOWERCASE LETTERS INDEPENDENTLY**

The student will print the uppercase and lowercase letters of the alphabet independently.

**Benchmark 9.a****Print the Uppercase & Lowercase Letters Independently**

The student will print the uppercase and lowercase letters of the alphabet independently.

**Indicator 9.a.1****Use standard letter formation**

Use standard letter formation.

**Indicator 9.a.2****Use standard number formation**

Use standard number formation.

**Indicator 9.a.3****Use appropriate pencil grip**

Use appropriate pencil grip.

**Indicator 9.a.4****Attempt manuscript writing**

Attempt manuscript writing.

**Indicator 9.a.5****Develop knowledge of manuscript letters**

Develop knowledge of manuscript letters.

**ELA.K****Standard 10****PRINT HIS/HER FIRST AND LAST NAMES**

The student will print his/her first and last names.

**Benchmark 10.a****Print His/Her First and Last Names**

The student will print his/her first and last names.

**Indicator 10.a.1****Recognize their first and last names**

Recognize their first and last names.

**Indicator 10.a.2****Form the letters of and space their first and last names**

Form the letters of and space their first and last names.

**Indicator 10.a.3****Know to capitalize first letters of first and last names**

Know that the first letter of their first name and the first letter of their last name are always capital letters.

**Indicator 10.a.4****Write their first and last names for a variety of purposes**

Write their first and last names for a variety of purposes.

**Indicator 10.a.5****Write own name**

Write own name.

**ELA.K****Standard 11****WRITE TO COMMUNICATE IDEAS**

The student will write to communicate ideas.

**Benchmark 11.a****Write by Drawing Pictures and/or Using Letters, Words, Etc.**

The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

**Indicator 11.a.1****Write daily for a variety of purposes**

Write daily for a variety of purposes.

**Indicator 11.a.2****Write on assigned and/or self-selected topics**

Write on assigned and/or self-selected topics.

**Indicator 11.a.3****Write w/out resistance when given necessary time, place, & materials**

Write without resistance when given the necessary time, place, and materials.

**Indicator 11.a.4****Generate text to communicate, make meaning by creating drawings, etc.**

Generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words.

**Indicator 11.a.5****Draw pictures to communicate a message**

Draw pictures to communicate a message.

**Indicator 11.a.6****Write about topics of personal interest**

Write about topics of personal interest.

**Indicator 11.a.7****Write strings of letters or words to communicate a message**

Write strings of letters or words to communicate a message.

**Indicator 11.a.8****Use known letter-sound associations when writing**

Use known letter-sound associations when writing.

**Indicator 11.a.9****Demonstrate a developing knowledge of letter-sound relationships**

Demonstrate a developing knowledge of letter-sound relationships (phonics) when writing.

**Indicator 11.a.10****Write some familiar words**

Write some familiar words.

**Indicator 11.a.11****Select a topic for writing**

Select a topic for writing.

**Indicator 11.a.12****Use a variety of reading and writing materials**

Use a variety of reading and writing materials.

**Indicator 11.a.13****Share ideas for writing**

Share ideas for writing.

**Indicator 11.a.14****Post messages on a message board**

Post messages on a message board.

**Indicator 11.a.15****Select writing as an independent experience**

Select writing as an independent experience.

**Indicator 11.a.16****Draft a group story with the teacher**

Draft a group story with the teacher.

**Benchmark 11.b****Write Left to Right and Top to Bottom**

The student will write left to right and top to bottom.

**Indicator 11.b.1****Write left to right and top to bottom**

Write left to right and top to bottom.

**ELA.K****Standard 12****EXPLORE USES OF AVAILABLE TECHNOLOGY FOR READING & WRITING**

The student will explore the uses of available technology for reading and writing.

**Benchmark 12.a****Explore Uses of Available Technology for Reading & Writing**

The student will explore the uses of available technology for reading and writing.

**Indicator 12.a.1****Use "skill and practice" software**

Use "skill and practice" software.

**Indicator 12.a.2****Use word processing software**

Use word processing software.

**Indicator 12.a.3****Recognizing that information can be obtained from non-print media**

Recognizing that information can be obtained from non-print media, such as a video or instructional technology.