

Subject: Language Arts  
Grade Level: Kindergarten

Standard	Student Friendly Language	Vocabulary
<b>ELAKR1 The student demonstrates knowledge of concepts of print.</b>		
a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.	Words and pictures help me to learn things, have fun and explore.	words, pictures, explore
b. Demonstrates that print has meaning and represents spoken language in written form.	I know that words can be spoken or written.	spoken, written
c. Tracks text read from left to right and top to bottom.	I know how to read from left to right and top to bottom.	left to right, top to bottom
d. Distinguishes among written letters, words, and sentences.	I know the difference among letters, words, and sentences.	letters, words, sentences, difference
e. Recognizes that sentences in print are made up of separate words.	I know that words make up sentences.	words, sentences
f. Begins to understand that punctuation and capitalization are used in all written sentences.	I know how to begin and end a sentence.	capitalization, punctuation, begin, end

<b>ELAKR2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.</b>	I can read words and say and change the sounds in the words.	words, sounds, identify, rhyme, segment, blend, syllable
a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.	I can tell if two words rhyme. I can say a word that rhymes with a given word.	words, sounds, identify, rhyme, segment, blend, syllable
b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words.	I can pick out the sounds in spoken words.	words, sounds, identify, rhyme, segment, blend, syllable
c. Blends and segments syllables in spoken words.	I can break apart and put together the sounds in a word when I say it.	words, sounds, identify, rhyme, segment, blend, syllable
d. Segments the phonemes in high frequency words.	I can break apart the sounds in my sight words.	words, sounds, identify, rhyme, segment, blend, syllable
e. Blends spoken phonemes to make high frequency words.	I can put together sounds in my sight words.	words, sounds, identify, rhyme, segment, blend, syllable

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<b>ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.</b>	I know that letters make up the words that I say.	phonics, letters, sounds, words, recognize, uppercase, lowercase, relationship, print, consonants, vowels, blends, syllable, decode
a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken words.	I know that words I say can be written.	phonics, letters, sounds, words, recognize, uppercase, lowercase, relationship, print, consonants, vowels, blends, syllable, decode
b. Recognizes and names all uppercase and lowercase letters of the alphabet.	I can name all the big and small letters of the alphabet.	phonics, letters, sounds, words, recognize, uppercase, lowercase, relationship, print, consonants, vowels, blends, syllable, decode
c. Matches all consonant and short-vowel sounds to appropriate letters.	I can match all letters to their sounds.	phonics, letters, sounds, words, recognize, uppercase, lowercase, relationship, print, consonants, vowels, blends, syllable, decode
d. Blends individual sounds to read one-syllable decodable words.	I can put together the sounds to read a small word.	phonics, letters, sounds, words, recognize, uppercase, lowercase, relationship, print, consonants, vowels, blends, syllable, decode
e. Applies learned phonics skills when reading words and sentences in stories.	I can use what I've learned about letters and sounds to help me read words, sentences and stories.	phonics, letters, sounds, words, recognize, uppercase, lowercase, relationship, print, consonants, vowels, blends, syllable, decode

<b>ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression.</b>	I can read with speed, accuracy, and expression.	
a. Reads previously taught high frequency words at the rate of 30 words correct per minute.	I can read my words quickly.	See kindergarten sight word list.
b. Reads previously taught grade-level text with appropriate expression.	I can read with expression.	See kindergarten sight word list.

<b>ELAKR5 The student acquires and uses grade-level words to communicate effectively.</b>	I can use kindergarten words to tell what I want to say.	vocabulary, words, nouns, verbs, variety, describe, text
a. Listens to a variety of texts and uses new vocabulary in oral language.	I can listen to different kinds of stories and use new words when I speak.	vocabulary, words, nouns, verbs, variety, describe, text
b. Discusses the meaning of words and understands that some words have multiple meanings.	I can talk about words and know that some words have more than one meaning.	vocabulary, words, nouns, verbs, variety, describe, text

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<b>ELAKR6 The student gains meaning from orally presented text.</b>		
a. Listens to and reads a variety of literary and informational texts and materials to gain knowledge and for pleasure.	I listen to and read many kinds of books to learn things and have fun.	listen
b. Makes predictions from pictures and titles.	I can use pictures to tell what will happen in a story	predict, next
c. Asks and answers questions about narrative elements of a read-aloud text.	I can ask and answer questions about a book read to me.	beginning, middle, end, setting, characters, problems, events, resolution
d. Begins to distinguish fact from fiction in a read-aloud text.	I can tell what is real or make-believe in a story that is read to me.	fact, fiction, non-fiction
e. Retells familiar events and stories to include beginning, middle, and end.	I can tell the beginning, middle and end of a story.	beginning, middle, end
f. Uses prior knowledge, graphic features, and graphic organizers to understand text.	I can use what I know, drawings, and story maps to help me understand what I read.	story map, graphic organizer, illustrations
g. Connects life experiences to read-aloud text.	I can use things from my life to understand what is read to me.	life, understand
h. Retells important facts in the student's own words.	I can retell a story in my own words.	retell

<b>ELAKW1 The student begins to understand the principle of writing.</b>	I know the steps to write.	
a. Writes or dictates to describe familiar persons, places, objects, or experiences.	I can write about things I know.	brainstorm, make a plan, graphic organizer, main idea/topic
b. Uses drawings, letters, and phonetically spelled words to create meaning.	I can use drawings, letters, and words to write sentences.	main idea/topic, noun, invented spelling, beginning, middle, end, sentence, details
c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.	I can write my name, letters, and words correctly.	left, down, top, bottom, name, words, middle, around, up, below
d. Uses left-to-right pattern of writing.	I will move left to right in my writing.	left, right, bottom, return sweep, top
e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of the sentences.	I can begin to use capital letters and punctuation marks correctly.	period, exclamation mark, question mark, declarative, interrogative, exclamatory

Standard	Student Friendly Language	Vocabulary
<b>ELAKLSV1 The student uses oral and visual skills to communicate.</b>	I can talk, listen, and look to help me learn.	
a. Listens and speaks appropriately with peers and adults.	I can speak so others understand me. I can listen.	complete sentences
b. Follows two-part oral directions.	I can follow directions with two parts.	listen, attention, eye-contact, quiet, being still, follow directions, first, second, two
c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).	I can repeat a sequence.	repeat, listen, copy, poems, songs, rhymes, repeated, patterns
d. Recites short poems, rhymes, songs, and stories with repeated patterns.	I can recite short poems, rhymes, songs, and stories.	poems, songs, rhymes, repeated, patterns
e. Describes, people, places, things, locations, and actions.	I can describe people, places, things, locations, and actions.	adjective, size, noun, locations, five senses, viewing, action, describing
f. Increases vocabulary to reflect a growing range of interest and knowledge.	I can learn new words.	vocabulary words
g. Communicates effectively when relating experiences and retelling stories heard.	I can retell a story correctly.	experiences, subject, verb, tense, agreement
h. Uses complete sentences when speaking.	I use complete sentences when I speak.	complete sentences
i. Begins to use subject/verb agreement and tense correctly.	I can use subjects and verbs correctly when I speak.	subject, verb, tense, agreement