

Kindergarten Foundational Skills and Language Standards Planning Guide

ONGOING STANDARDS	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.b Use frequently occurring nouns and verbs.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.1.f Produce and expand complete sentences in shared language activities.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>				
PRINT CONCEPTS	RF.K.1.a Follow words from left to right, top to bottom, and page by page.	RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.c Understand that words are separated by spaces in print.	RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	L.K.1.a Print many upper- and lowercase letters.
UNDERLYING CONCEPTS	Hold a book right side up.	Know the difference between pictures and words.	Point as each word is read.	Understand that each letter has a name and a shape.	Know my name begins with a capital letter and the others are lowercase.
	Turn the pages the right way.	Turn the pages of a book and tell a story.	Identify one word.	Know (recognize) and name all the letters in my name.	Write (print) the letters in my name.
	Point to the front of a book and the back of a book.	Read words in my world (environmental print).	Count the words in a sentence.	Know (recognize) and name all the uppercase letters.	
	Follow words across the page (from left to right).	Follow text with my finger.	Say one word for each word I see in writing.	Know (recognize) and name all the lowercase letters.	
	Follow words down the page (from top to bottom).				

PHONOLOGICAL AWARENESS	RF.K.2.a Recognize and produce rhyming words.	RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.d 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/.)	RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
UNDERLYING CONCEPTS	Listen to rhyming poems, stories, and songs (i. e., nursery rhymes)	Pronounce syllables in spoken words.	Segment off beginning sound in a word.	Hear the first sound in a word.	Change sound at the beginning of a word to make a new word.
	Say a nursery rhyme, poem, or song.	Clap/count syllables in my name.	Blend together the beginning (onset) and end (rime) of a word.	Hear the middle sound in a word.	Change sound at the end of a word to make a new word.
	Notice pairs of rhyming words.	Clap/count syllables in spoken words.		Hear the last sound in a word.	Change sound in the middle of a word to make a new word.
	Give a rhyming word pair by saying words that end the same.	Blend syllables in spoken words.			
		Segment syllables in spoken words.			
PHONICS AND WORD RECOGNITION	RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3.c Read common high-frequency words by sight.	RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
UNDERLYING CONCEPTS	Know that some letters are consonants and others are vowels.	Write a letter that stands for a consonant sound.	Say the short and long sound of A.	Read Level A words (Richardson, 2009): <i>am, at, can, go, is, me, my, see, the, to, up, we.</i>	Tell when two words start the same.
	Tell the common sound for each consonant.	Write a letter that stands for a short-vowel sound.	Say the short and long sound of E.	Read Level B words (Richardson, 2009): <i>and, do, got, had, has, he, his, in, it, like, look, on.</i>	Tell when two words end the same.
	Name a word that begins with each consonant.		Say the short and long sound of I.	Read Level C words (Richardson, 2009): <i>are, come, did, for, get, have, here, him, of, play, said, she, will, you.</i>	Tell when two words have different middle sounds.
			Say the short and long sound of O.	Read Level D words (Richardson, 2009): <i>all, down, saw, that, they, this, was, went, what, when, where, with.</i>	
			Say the short and long sound of U.		

GRAMMAR	L.K.1.b Use frequently occurring nouns and verbs.	L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
UNDERLYING CONCEPTS	Understand the concept of a noun.	Know that plural means more than one.	Understand the concept of a preposition.	Know that words that mean the opposite are called antonyms.	Act out the meaning of verbs.
	Identify a noun.	Hear the difference between singular and plural nouns.	Identify a preposition.	Understand the concept of a verb.	Understand the difference among verbs that describe the same general action.
	Understand the concept of a verb.	Add -s to some words to make them mean more than one.	Use prepositions correctly when speaking and writing.	Identify a verb.	
	Identify a verb.	Add -es to some words to make them mean more than one.		Understand the concept of an adjective.	
	Use nouns and verbs correctly when speaking and writing.	Form plural nouns correctly when speaking and writing.		Identify an adjective.	
VOCABULARY	L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	L.K.4.b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. <i>Inflectional suffixes</i> (also known as word endings): -s, -es, -ed, -ing	L.K.4.b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. <i>Most common prefixes:</i> un-, re- <i>Most common suffixes:</i> -er, -est
UNDERLYING CONCEPTS	Notice the attributes of an object.	Relate words to life experiences.	Recognize and use words with more than one meaning.	Know that when a word ends with -s or -es, it means more than one of something.	Know that sometimes when a word starts with re-, it means “back” or “again.”
	Put objects with similar attributes in groups.			Know that when a word ends with -ing, it means that something is happening now.	Know that sometimes when a word starts with un-, it means “not” or “the opposite of.”
	Name the category for a group of objects.			Know that when a word ends with -ed, it means something happened in the past.	Know that sometimes when a word ends with -er, it means “more.”
					Know that sometimes when a word ends with -est, it means “most.”
					Know that sometimes when a word ends with -er, it means “person” or “thing.”

CONVENTIONS	L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i> .	L.K.2.b Recognize and name end punctuation (period).	L.K.2.b Recognize and name end punctuation (question mark).	L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	L.K.2.b Recognize and name end punctuation (exclamation mark).
UNDERLYING CONCEPTS	Know that a sentence is a group of words that makes sense.	Recognize a period when reading a telling sentence.	Tell the difference between telling and asking sentences.	Name question words.	Tell the difference between telling and exclaiming sentences.
	Write a sentence.	Name a period.	Recognize a question mark when reading an asking sentence.	Use question words when asking questions.	Recognize an exclamation mark when reading an exclaiming sentence.
	Capitalize the first word in a sentence.		Name a question mark.		Name an exclamation mark.
	Capitalize the word <i>I</i> .				

Kid-Friendly Definitions

Adjective: A word that describes a noun.

Common Noun: A word that names a person (animal), place, thing, or idea.

Preposition: A word that shows how one word in a sentence is related to another word: *The book is on the table.*
 Examples: *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, between, by, during, for from, in, inside, into, like, near, of off, on, onto, out of, outside, over, past, since, through, to, toward, under, underneath, until, up, with, within, without.*

Sentence: A sentence is a group of words that expresses a complete idea.

Verb: A word that names an action.