

Language Arts – Kindergarten

**Standard #1
Reading**

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

**Standard #2
Writing**

Each student will have demonstrated writing proficiency necessary for effective communication.

**Standard #3
Oral**

Communication
Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

Description

Kindergarten students expand their language foundations for reading and writing. They develop emergent reading skills and learn to write upper and lower case letters. Reading and writing development is theme-based and may relate to social studies and science content as well as holidays and seasons of the year. Basic conversation skills are also practiced.

Grade level expectations for each standard indicate what students should know or be able to do as a result of learning that has occurred at this grade in this subject.

Time Allocation:

Approximately 120 minutes per day of attending.

Texts/References

Houghton-Mifflin
Handwriting Without Tears

Literature/Reading Materials

Picture books including fairy tales, rebus stories, nursery rhymes, poetry, and non-fiction

Assessments

Developmental Reading Assessment
Houghton-Mifflin Literacy Survey
Johns Basic Reading Inventory (only with readers)
Teacher evaluation of students' skills (quarterly)
Writing Sample - Writing Stages (third and fourth quarter)

Grades

Grades are based upon participation, completion of assignments, completion of reading goals, and work quality