

KINDERGARTEN ELA GLCEs

Word Recognition and Word Study/Phonemic Awareness:

- R.WS.00.01 Students will demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS. 00.01 = I can recognize that words are composed of sounds blended together and can be manipulated.

- R.WS.00.02 Students will recognize that words are composed of sounds blended together and carry meaning.

Word Recognition and Word Study/Phonics:

- R.WS.00.03 Students will understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.00.03 = I can understand that letters of the alphabet make sounds.

- R.WS.00.04 Students will use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.

R.WS.00.04/08 = I can use cues to recognize words

- Letter/sounds (initial and final consonants)
- Patterns of language
- Picture clues

Word Recognition and Word Study/Word Recognition:

- R.WS.00.05 Students will automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.

- R.WS.00.06 Students will make progress in automatically recognizing a few of the 220 Dolch basic sight words.

R.WS.00.06 = I can recognize 1-25 of the Dolch 220 Basic Word List (listed by frequency)

- R.WS.00.07 Students will follow familiar written text while pointing to matching words.

- R.WS.00.08 Students will narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).

R.WS.00.04/08 = I can use cues to recognize words

- Letter/sounds (initial and final consonants)
- Patterns of language
- Picture clues

- R.WS.00.09 Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Word Recognition and Word Study/Vocabulary:

- R.WS.00.10 Students will, in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.

R.WS.00.10 = I can use strategies and resources to determine the meaning of words and repeated phrases.

- Picture clues
- Predictions
- Other people

Fluency:

- R.FL.00.01 Students will automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.

R.FL.00.01 = I can demonstrate fluency by

- Naming of letters
- Letter sounds
- Concepts of print
- Recognizing a few words

Narrative Text:

R.NT.00.01 Students will become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.

R.NT.00.02 Students will identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.

R.NT.00.02/03 = I can discuss setting, characters, and events in a variety of narrative genres

- Stories
- Nursery Rhymes
- Poetry
- Songs

R.NT.00.03 Students will discuss setting, characters, and events in narrative text.

R.NT.00.02/03 = I can discuss setting, characters, and events in a variety of narrative genres

- Stories
- Nursery Rhymes
- Poetry
- Songs

R.NT.00.04 Students will identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.

R.NT. 00.04 = I can understand the setting and characters of a story through the author's use of illustrations.

R.NT.00.05 Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

Informational Text:

R.IT.00.01 Students will identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.

R.IT.00.01 = I can describe the informational genre

- Environmental text
- Concept books
- Picture books

R.IT.00.02 Students will with teacher guidance, discuss informational text patterns including descriptive and sequential.

R.IT.00.03 Students will explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.

R.IT.00.04 Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

R.IT.00.04 = I can reflect, make meaning, and make connections to texts with teacher guidance through:

- Discussion
- Writing
- Illustrating

Comprehension:

R.CM.00.01 Students will begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.00.01 = I can begin to make text to self and text to text connections and comparisons through oral and written responses.

R.CM.00.02 Students will retell up to three events from familiar text using their own words or phrasing.

R.CM.00.02 = I can use my own words to retell up to three events in a story.

R.CM.00.03 Students will begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.

R.CM.00.04 Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition:

R.MT.00.01 Students will self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.

R.MT.00.02 Students will construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information.

Critical Standards:

R.CS.00.01 Students will recognize how to assess personal writing and the writing of others with teacher supervision.

R.CS.00.01 = I can, with my teacher, assess personal writing.

Reading Attitude:

R.AT.00.01 Students will become enthusiastic about reading and learning how to read.

R.AT.00.02 Students will choose books, book activities, word play, and writing on their own during free time in school and at home.

Writing Genre:

W.GN.00.01 Students will write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.

W.GN.00.01 = I can write a brief personal narrative

- Pictures
- Words
- Word-like clusters
- Sentences

W.GN.00.02 Students will approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.

W.GN.00.03 Students will write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.

W.GN.00.03 = I can write a brief informational piece

- Class book
- Drawings
- Words
- Word-like clusters
- Sentences

W.GN.00.04 Students will contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.

Writing Process:

W.PR.00.01 Students will with teacher assistance, consider the audience's reaction as they plan narrative or informational writing.

W.PR.00.02 Students will brainstorm to generate and structure ideas for narrative or informational writing.

W.PR.00.02/03/04 = I can use the writing process

- Brainstorm
- Draft using pictures, labeling and phonetic spelling
- Attempt to revise

W.PR.00.03 Students will draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.

W.PR.00.02/03/04 = I can use the writing process

- Brainstorm
- Draft using pictures, labeling and phonetic spelling
- Attempt to revise

W.PR.00.04 Students will attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.

W.PR.00.02/03/04 = I can use the writing process

- Brainstorm
- Draft using pictures, labeling and phonetic spelling
- Attempt to revise

Personal Style:

W.PS.00.01 Students will develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).

Spelling:

W.SP.00.01 Students will, in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.

W.SP.00.01= I can spell about 18 high frequency and personally meaningful words.

W.SP.00.02 Students will, in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).

W. SP.00.02= I can spell words both phonetically and using environmental sources such as word walls.

Handwriting:

W.HW.00.01 Students will form upper and lowercase manuscript letters.

W.HW.00.01/02/03 = I can form upper and lowercase letters, leave spaces between words, and write from left to right, and top to bottom.

W.HW.00.02 Students will leave space between words and word-like clusters of letters.

W.HW.00.01/02/03 = I can form upper and lowercase letters, leave spaces between words, and write from left to right, and top to bottom.

W.HW.00.03 Students will write from left to right and top to bottom.

W.HW.00.01/02/03 = I can form upper and lowercase letters, leave spaces between words, and write from left to right, and top to bottom.

Writing Attitude:

W.AT.00.01 Students will be enthusiastic about writing and learning to write.

Speaking Conventions:

S.CN.00.01 Students will explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.

S.CN.00.01 = I can use language to communicate with peers and adults.

- Problem solving
- Explaining
- Looking for solutions
- Constructing relationships
- Expressing courtesies

S.CN.00.02 Students will speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.

S.CN.00.03 Students will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.00.04 Students will understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.

Discourse:

S.DS.00.01 Students will engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.

S.DS.00.02 Students will briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.

S.DS.00.02 = I can use basic story grammar to tell or retell about familiar experiences.

S.DS.00.03 Students will respond to multiple text types by reflecting, making meaning, and making connections.

S.DS.00.03 = I can respond to multiple texts by

- Reflecting
- Making connections
- Making meaning

S.DS.00.04 Students will plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.

Listening and Viewing:

L.CN.00.01 Students will understand and follow one- and two-step directions.

L.CN.00.01 = I can understand and follow one and two step directions.

L.CN.00.02 Students will ask appropriate questions during a presentation or report.

L.CN.00.03 Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.

L.CN.00.03 = I can demonstrate appropriate audience behaviors in small and large group settings

- Eye contact
- Attentiveness

L.CN.00.04 Students will begin to evaluate messages they experience, learning to differentiate between sender and receiver.

Response:

L.RP.00.01 Students will listen to or view knowledgeably and discuss a variety of genre.

L.RP.00.01 = I can listen to, view, and discuss a variety of genre.

L.RP.00.02 Students will contemporary texts recognized for quality and literary merit.

L.RP.00.03 Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.

L.RP.00.03 = I can reflect, make meaning, and make connections when responding to listened to or viewed texts

- Discussion
- Writing
- Illustrating

Kindergarten	Sentence Structure	Grammar and Usage	Punctuation
Mastery	<p>Spacing between words</p> <p>Writing from left to right</p>	<p>Know that nouns are naming words</p>	
Introduced	<p>Complete sentences</p> <p>Simple sentences</p>	<p>Sort nouns by person, place, or thing</p> <p>Action verbs</p>	<p>Edit for capital letters at the beginning of a sentence</p> <p>Place a period at the end of a sentence</p>

Dolch 220 Basic Word (listed by frequency)

Words 1-25	Words 26-50	Words 51-75	Words 76-100	Words 101-125	Words 126-150	Words 151-175	Words 176-200	Words 200-220
the to and he a I you it of in was said his that she for on they but had at him with up all	look is her there some out as be have go we am then little down do came could when did what so see not were	get them like one this my would me will yes big went are come if now long no came ask very an over your its	ride into just blue red from good any about around want don't how know right put too got take where every pretty jump green four	away old by their here saw call after well think ran let help make going sleep brown yellow five six walk two or before eat	again play who been may stop off never seven eight cold today fly myself round tell much keep give work first try new must start	black white ten does bring goes write always drink once soon made run gave open has find only us three our better hold buy funny	warm ate full those done use fast say light pick hurt pull cut kind both sit which fall carry small under read why own found	wash show hot because far live draw clean grow best upon these sing together please thank wish many shall laugh

The Dolch 95 Common Nouns

The Dolch 220 Basic Sight Vocabulary list does not contain nouns, because nouns are not of universal use—each noun in our language is tied to specific subject matter. The words on the Dolch 95 Common Nouns list are in no sense basic to all elementary school reading—they are words that are of interest to young children and used in reading materials for young children.

airplane	cap	feet	man	sheep
apple	car	fire	men	shoe
baby	cat	fish	milk	snow
back	chair	floor	money	squirrel
ball	chicken	flower	monkey	stick
barn	children	garden	mother	store
basket	coat	girl	nest	street
bear	corn	grandfather	nose	sun
bed	cow	grandmother	paper	table
bell	dog	grass	party	tail
bird	doll	hand	picture	top
birthday	door	head	pig	toy
boat	duck	hen	pom	tram
book	egg	hill	puppy	tree
box	elephant	horse	rabbit	wagon
boy	eye	house	rain	watch
bread	Farm	kitten	ring	water
bus	farmer	leg	road	window
cake	father	letter	school	wood

K-2 Independent Editing List

Edit for:

- End punctuation
- Capitals at the beginning of each sentence
- Capitals in proper names
- Complete sentences by reading aloud

Revise for:

- Replacing one word with a better word