



BROWNELL TALBOT

Kindergarten Standards

| Reading: Students will learn and apply reading skills and strategies to comprehend text | |
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| <p>Concepts About Print Students will demonstrate an understanding of the organization and basic features of print.</p> | <ul style="list-style-type: none"> • BT 0.1.1a Identify variations in text (e.g., font, size, bold, italic, upper/lower case). • BT 0.1.1b Identify punctuation (e.g. period, exclamation mark, question mark) • BT 0.1.1c Identify parts of a book (e.g cover, pages, title, author, illustrator). • BT 0.1.1d Demonstrate knowledge that print reads from left to right and top to bottom. • BT 0.1.1e Demonstrate voice to print match (one to one correspondence) • BT 0.1.1f Explain that the purpose of print is to carry information (e.g., environmental print, name tags, street signs). |
| <p>Phonological Awareness Students will demonstrate understanding of words, syllables, and sounds in oral language.</p> | <ul style="list-style-type: none"> • BT 0.1.2a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words). • BT 0.1.2b Count, pronounce, blend, and segment syllables in spoken words. • BT 0.1.2c Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). |
| <p>Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.</p> | <ul style="list-style-type: none"> • BT 0.1.3a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. • BT 0.1.3b Identify similarities and differences in written words (e.g., word endings, onsets, rimes). • BT 0.1.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |
| <p>Fluency Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.</p> | <ul style="list-style-type: none"> • BT 0.1.4a Read emergent texts with accuracy and understanding. |
| <p>Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> | <ul style="list-style-type: none"> • BT 0.1.5a Identify content-specific vocabulary as introduced. • BT 0.1.5b Develop awareness of context clues (e.g. predictions, word & sentence clues) and text features that may be used to infer meaning of unknown words. • BT 0.1.5c With prompting and support, ask and answer questions about unknown words in a text. |
| <p>Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</p> | <ul style="list-style-type: none"> • BT 0.1.6a With adult guidance, identify author's purpose (e.g., explain, entertain, inform). • BT 0.1.6b Identify characters, settings, and major events in a story. • BT 0.1.6c Ask and answer questions about unknown words in a text. • BT 0.1.6d With prompting, Retell major events and key details from a literary text and/or media • BT 0.1.6e With prompting and support, ask and answer questions about key details in an informational text. • BT 0.1.6f Know text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • BT 0.1.6g Identify different purposes for reading (e.g., inform, enjoy). • BT 0.1.6h With prompting, ask and answer questions about key details in a text. |

Writing: Students will learn and apply writing skills and strategies to communicate.

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| <p>Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.</p> | <ul style="list-style-type: none"> • BT 0.2.1a With guidance, use prewriting activities to generate ideas. • BT 0.2.1b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. • BT 0.2.1c With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • BT 0.2.1d With adult guidance, revise to improve and clarify writing through strategies and feedback from others. • BT 0.2.1e With adult guidance, persevere in writing tasks. |
| <p>Writing Modes Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p> | |
| <p>Opinion</p> | <ul style="list-style-type: none"> • BT 0.2.2a Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |
| <p>Informative/Explanatory</p> | <ul style="list-style-type: none"> • BT 0.2.3a Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| <p>Narratives</p> | <ul style="list-style-type: none"> • BT 0.2.4a Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| <p>Research</p> | <ul style="list-style-type: none"> • BT 0.2.5a Participate in shared research and writing projects (e.g. inquiries and project work) • BT 0.2.5b With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

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| <p>Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p> | <ul style="list-style-type: none"> • BT 0.3.1a Actively participate in conversation with peers and adults about K topics and texts. • BT 0.3.1b Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • BT 0.3.1c Speak audibly and express thoughts, feelings, and ideas clearly. • BT 0.3.1d Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| <p>Listening Students will develop and demonstrate active listening skills across a variety of situations.</p> | <ul style="list-style-type: none"> • BT 0.3.2a Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • BT 0.3.2b Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| <p>Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.</p> | <ul style="list-style-type: none"> • BT 0.3.3a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • BT 0.3.3b Continue a conversation through multiple exchanges. |