Kindergarten
Reading English Language Arts
End of Year Competencies

READING LITERATURE

Key Ideas & Details
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Craft & Structure
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.

Integration of Knowledge
- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

READING INFORMATIONAL TEXT

Key Ideas & Details
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft & Structure
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.

Integration of Knowledge
- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic.

SPEAKING AND LISTENING

Comprehension & Collaboration
- Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
- Continue a conversation through multiple exchanges.
- Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge & Ideas
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
- Speak audibly and express thoughts, feelings, and ideas clearly.

FOUNDATIONAL SKILLS

Print Concepts
- Demonstrate understanding of the organization and basic features of print.
- Utilize book handling skills.
- Follow words from left to right, top to bottom, and page-by-page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first words, capitalization, ending punctuation).

Phonological Awareness
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-syllable (CVC) words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one to one letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight with automaticity (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Writing

Opinion: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- Form an opinion
- Support the opinion with reasons.
- Make logical connections between drawing and writing.

Informative/explanatory: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- Focus on one specific topic.
- Generate ideas and details to convey information that relates to the chosen topic.
- Make logical connections between drawing and writing.

Narrative: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- Establish “who” and “what” the narrative will be about.
- Describe experiences and events.
- Recount a single event or several loosely linked events that tell about the events in the order in which they occurred.
- Provide a reaction to what happened.

Production and Distribution of Writing
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research To Build & Present Knowledge
- Participate in shared or individual research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

Conventions of Standard English
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance).

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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QCSD 10/2013