

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES FOR
ENGLISH LANGUAGE ARTS
KINDERGARTEN**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards: Foundational Skills (RF)

Writing (W)

Speaking and Listening (SL)

Language (L)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

K.RL.1 - With prompting and support, ask and answer questions about key details in a text.

- Identify key details of a text
- Ask questions about key details in a text
- Answer questions about key details in a text

K.RL.2 - With prompting and support, retell familiar stories, including key details. Include stories by and about American Indians.

- Identify key details of a story
- Retell a familiar story including the sequence of major events

K.RL.3 - With prompting and support, identify characters, settings and major events in a story.

- Define character, setting and major events
- Identify the characters, setting and major events

Craft and Structure

K.RL.4 - Ask and answer questions about unknown words in a text.

- Identify unknown words in text
- Recognize that a question requires an answer
- Formulate a question about unknown words in text
- Use resources/strategies to answer questions about unknown words in text

K.RL.5 - Recognize common types of text. (e.g., storybooks, poems).

- Recognize common types of text such as storybooks and poems

K.RL.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

- Name the author and illustrator
- Define author's and illustrator's purpose

Integration of Knowledge and Ideas

K.RL.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- Identify purpose of illustrations
- Describe an event in the story that an illustration depicts

K.RL.8 – Not applicable

K.RL.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

- Recognize characters in familiar stories
- Determine similarities and differences and adventures and experiences in familiar stories
- Compare and contrast adventures and experiences

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Range of Reading and Level of Text Complexity

K.RL.10 – Actively engage in group reading activities with purpose and understanding.

- Participate in group reading activities where key ideas and details are discussed
- Participate in group reading activities where craft and structure are discussed
- Participate in group reading activities where students have opportunities to integrate knowledge and ideas
- Demonstrate knowledge that shows the purpose and understanding of a text

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

K.RI.1 – With prompting and support, ask and answer questions about key details in a text.

- Identify key details in an informational text
- Ask questions about the key details in an informational text
- Answer questions about key ideas in informational text

K.RI.2 - With prompting and support, identify the main topic and retell key details of a text.

- Identify the main topic of a text
- Identify the key details of a text
- Retell key details of a text

K.RI.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.

- Identify key details about an individual in an informational text
- Identify details about events or ideas in an informational text
- Discuss the connection between two individuals, events, ideas, or pieces of information
- Identify the relationship between elements in an informational piece

Craft and Structure

K.RI.4 - With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases with cultural significance to American Indians.

- Identify unknown words
- Recognize that a question requires an answer
- Formulate a question about unknown words in a text
- Answer questions about unknown words in a text

K.RI.5 – Identify the front cover, back cover, and title page of a book.

- Identify front cover, back cover, and title page

K.RI.6 – Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

- Name the author and illustrator
- Define what an author and illustrator does

Integration of Knowledge and Ideas

K.RI.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

- Identify illustrations and text
- Describe people, places and things illustrations depict
- Describe ideas illustrations depict
- Describe the relationships between illustrations and text

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K.RI.8 - With prompting and support, identify the reasons an author gives to support points in a text.

- Identify the reasons an author gives to support point(s)

K.RI.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Identify basic similarities between two texts on the same topic
- Identify differences between two texts on the same topic

Range of Reading and Level of Text Complexity

K.RI.10 – Actively engage in group reading activities with purpose and understanding.

- Engage in group reading activities with informational text where key ideas, details, and craft and structure are discussed.
- Apply activities that reflect the purpose and understanding of an informational text

FOUNDATIONAL SKILLS

Print Concepts

K.RF.1 – Demonstrate understanding of the organization and basic features of print.

- 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.

Phonological Awareness

K.RF.2 – Demonstrate understanding of spoken word, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- 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-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

K.RF.3 - 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 many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (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.

Fluency

K.RF.4 – Read emergent-reader texts with purpose and understanding.

- Identify and understand foundational skills
- Recognize that there are different purposes for reading emergent-reader texts
- Determine the purpose for reading emergent-reader texts

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WRITING

Text Types and Purposes

- K.W.1 – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*)**
- Identify the title of a book or topic to write about
 - Recognize what an opinion is
 - Formulate an opinion about a book or topic
- K.W.2 – 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.**
- Identify an informative/explanatory text
 - Select a topic for an informative/explanatory writing
 - Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information
- K.W.3 – 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.**
- Choose a single event to discuss
 - Distinguish between relevant and irrelevant details
 - Sequence relevant events
 - Express thoughts or feeling about an event

Production and Distribution of Writing

K.W.4 – Not applicable

- K.W.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**
- Recognize how to respond to questions and suggestions from peers
 - Recognize how to add details to strengthen writing as needed
 - Develop writing by responding to questions and suggestions by peers
 - Develop writing by adding details to strengthen writing as needed
- K.W.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, in collaboration with peers.**
- Use basic technology skills
 - Select digital tools for producing and publishing writing

Research to Build and Present Knowledge

- K.W.7 – Participate in shared research and writing projects (e. g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians.**
- Identify sources and tools for shared research
 - Determine appropriate sources and tools to conduct shared research
 - Participate in shared research and writing projects
- K.W.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.**
- Identify experience
 - Identify source
 - Gather information from more than one source to answer a question

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K.W.9 – Not applicable

K.W.10 – Not applicable

SPEAKING & LISTENING

Comprehension and Collaboration

K.SL.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

K.SL.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- Identify key ideas from text read aloud or presented orally through other media
- Ask and answer questions about key details from a text read aloud
- Ask and answer questions about key details from information presented orally or through other media
- Ask for clarification of key details not understood from text read aloud or through other media

K.SL.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Recognize that asking questions is an appropriate strategy to further understanding
- Identify questions and answers
- Identify situations in which help is needed
- Identify situations in which information is needed
- Identify situations in which clarification is necessary
- Formulate appropriate questions to seek help, information, or clarification

Presentation of Knowledge and Ideas

K.SL.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

- Identify familiar people, places, things, events or details
- Determine relevant, descriptive details describing people, places, things, or events

K.SL.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.

- Know what visual displays are
- Identify details
- Add drawings or visual displays providing details

K.SL.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

- Identify different voice volumes used for different situations

LANGUAGE

Conventions of Standard English

K.L.1 – 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).

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- Understand and use a 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.

K.L.2 - 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.

K.L.3 - Not Applicable

Vocabulary Acquisition and Use

K.L.4 – 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* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, -ful, -less) as a clue to the meaning of an unknown word.

K.L.5 - 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) by acting out the meanings.

K.L.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Acquire words and phrases through conversations, reading and being read to and responding to texts
- Distinguish if a word or phrase should be used when responding