

Davison Community Schools
ELA Kindergarten

Course Outline

Throughout the year students will work on reading, writing, and critical thinking skills aligned to the priority standards with an emphasis on the following:

- Background knowledge
 - Vocabulary
 - Language structures
 - Verbal reasoning
 - Literacy knowledge
 - Writing and Grammar
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Priority Standards

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

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

K.R.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lower case letters of the alphabet.

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

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single syllable spoken words.
- d. 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/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high- frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper-and lowercase letters.
- b. Use frequently occurring nouns and verbs.

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.