



Standards By Design:

Kindergarten for English Language Arts



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English Language Arts

Kindergarten

Kindergarten students participate in the enjoyment of reading through listening and discussion. They retell familiar stories and also tell stories for others to write down. They begin to write and draw pictures for other readers. They learn about the alphabet, words and sounds (phonemic awareness), and how to apply what they have learned by matching words to beginning and ending sounds, orally blending sounds into words, rhyming words, and reading simple sentences. Students listen and respond to age-appropriate classic and contemporary literature, nursery rhymes, alphabet books, and beginner's dictionaries. They begin to learn the rules of Standard English and more about communicating with others.

Reading

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.01 Identify the front cover, back cover, and title page of a book.

EL.00.RE.02 Follow words read aloud from left to right and from top to bottom of the page.

EL.00.RE.03 Know that print is spoken words written down and has meaning.

EL.00.RE.04 Recognize that sentences in print are made up of separate words.

EL.00.RE.05 Distinguish letters from words.

EL.00.RE.06 Recognize and name all upper and lower case letters.

Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.07 Listen to spoken sentences and recognize individual words in a sentence.

EL.00.RE.08 Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

EL.00.RE.09 Given a spoken word, produce another word that rhymes with it.

EL.00.RE.10 Listen to one-syllable words and tell the beginning and ending sounds.

EL.00.RE.11 Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.

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EL.00.RE.12 Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.

EL.00.RE.13 Orally blend two to three spoken sounds into recognizable words (e.g., /a/t/=at; /c/a/t/=cat).

EL.00.RE.14 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t/).

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.15 Understand that as letters of words change, so do the sounds (alphabetic principle).

EL.00.RE.16 Learn most one-to-one letter sound correspondences.

EL.00.RE.17 Blend sounds to read one-syllable decodable words.

EL.00.RE.18 Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.00.RE.19 Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.

EL.00.RE.20 Demonstrate listening comprehension of more complex text through discussions.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.00.RE.21 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.

EL.00.RE.22 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

EL.00.RE.23 Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).

EL.00.RE.24 Describe common objects and events in both general (ball) and specific language (large red ball with stripes).

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Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.00.RE.25 Locate the title and the name of the author of a book.

EL.00.RE.26 Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.00.RE.27 Correctly answer simple questions about a text read aloud.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.00.RE.28 Use pictures or portions of the text to make predictions about the text.

EL.00.RE.29 Connect the information in text to life experiences.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

There are currently no kindergarten grade-level foundations for Informational Text: Examine Content and Structure.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.00.LI.01 Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.

EL.00.LI.02 Name some book titles and authors.

EL.00.LI.03 Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.00.LI.04 Tell the sequence of events in a story.

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EL.00.LI.05 Correctly answer simple questions about stories read aloud.

EL.00.LI.06 Retell, reenact, dramatize, or draw stories or parts of stories.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.00.LI.07 Connect events in text to life experiences.

EL.00.LI.08 Make predictions based on illustrations or portions of the story.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

There are currently no kindergarten grade-level foundations for Literary Text: Examine Content and Structure.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.00.WR.01 Discuss ideas to include in a story.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.00.WR.02 Write by moving from left to right and from top to bottom.

EL.00.WR.03 Independently write many uppercase and lowercase letters.

EL.00.WR.04 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

EL.00.WR.05 Write most letters and some words when they are dictated.

EL.00.WR.06 Write some consonant-vowel-consonant words such as man, cat, and run (demonstrating the alphabetic principle).

EL.00.WR.07 Write (unconventionally) to express own meaning.

EL.00.WR.08 Produce or dictate writing that approximates natural or story language.

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Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.00.WR.09 Use phonemic awareness and letter knowledge to spell independently.

EL.00.WR.10 Spell some conventionally-spelled consonant-vowel-consonant words.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Grammar.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Punctuation.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.00.WR.11 Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.00.WR.12 Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

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EL.00.WR.13 Write (unconventionally) simple messages or directions for a specific reason--or for a specific person or specific people.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

There are currently no kindergarten grade-level foundations for Research Report Writing.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.00.SL.01 Recite short poems, rhymes, and songs.

EL.00.SL.02 Retell, reenact, or dramatize stories or parts of stories.

EL.00.SL.03 Show and tell using props.

EL.00.SL.04 Share information and ideas, speaking in complete, coherent sentences.

EL.00.SL.05 Describe people, places, things, locations, and actions (e.g., size, color, and shape).

EL.00.SL.06 Tell an experience or story in a logical sequence.

EL.00.SL.07 Speak audibly.

EL.00.SL.08 Look at listeners most of the time.

Listening: Listen critically and respond appropriately across the subject areas.

EL.00.SL.09 Listen when others are speaking.

EL.00.SL.10 Understand and follow one- and two-step oral directions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no kindergarten grade-level foundations for Analysis.

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English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

Early Advanced - Sentences with subject/verb/object and dependent clause

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Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function	Examples of Language Forms
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner

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19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit <http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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