

## Language Arts Standards:

Below are standards taught thus far as well as those not yet covered. Please practice reading and writing sight words each and every day. Reading stories (many available resources online) Practice pointing to the words, stretching words out, using the pictures. Also discuss what is read, ask students questions about what they read and have them write about it! Have students review rhyme and beginning sounds. Practice writing by having students write stories about things they are doing. (practicing stretching out words, putting spaces between words, using punctuation and rereading their writing!)

Thank you for your support, if you need anything do not hesitate to email your questions and or concerns!

A continuación, se muestran estándares de aprendizaje hasta ahora, así como las que aún no están cubiertas. Por favor practique a leer y escribir palabras de uso frecuente todos los días. Lectura de cuentos (muchos recursos disponibles en línea) Practique apuntar a las palabras, estirar las palabras, usar las imágenes cuando estén leyendo. ¡También conversen con sus estudiantes sobre lo que se lee, hagan preguntas acerca de lo que leen y pídale que escriban al respecto! Practiquen palabras que rimen, encontrar palabras que empiezan con la misma letra, y a escribir cada sonido que escuchan en una palabra. Practique la escritura haciendo que sus estudiantes escriban cuentos sobre las cosas que están haciendo. (¡practicando a estirar palabras, poner espacios entre las palabras, usar la puntuación y releer lo que han escrito!) ¡Si tienen alguna inquietud por favor no duden de enviar sus preguntas por correo electrónico, aunque sea en español! Muchas gracias por todo su apoyo durante este tiempo.

<b>Taught:</b>	<b>Not Yet Covered:</b>
<b>k.1 Oral Language:</b> The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object	<b>k.4 c)</b> Blend and segment multisyllabic words at the syllable level. <i>However students have begun to blend cvc words in reading and writing such as words like cat, mop, hit, etc.</i>

<p><b>k.2 Oral Language:</b> The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.</p>	<p><b>k.4 d)</b> Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).</p>
<p><b>k.3 Oral Language:</b> The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.</p>	<p><b>k.7 b)</b> Reading: Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p> <p><i>We have begun to teach this however students could use more support.</i>  <b>(especially with digraphs such ch, sh, th)</b></p>
<p><b>k.4 Oral Language:</b>  The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. e) Identify words according to shared beginning and/or ending sounds.</p>	<p><b>k.7 c)</b> Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p><i>We have begun to teach this however students could use more support.</i></p>
<p><b>k.5 Reading:</b>  The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print. (concept of word).</p>	<p><b>k.8 a Reading:</b>  The student will expand vocabulary. a) Discuss meanings of words.</p> <p><i>This was constantly incorporated but students could use more practice</i></p>

<p><i>But please continue to read with your child every night</i></p>	
<p><b>K.6 Reading</b>  The student will demonstrate an understanding that print conveys meaning. a) Identify common signs and logos. b) Explain that printed materials provide information. c) Read and explain own writing and drawings. d) Read his/her name and read fifteen meaningful, concrete words.  <i>Please continue to practice sight words at home!</i></p>	
<p><b>k.7 Reading:</b>  The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. d) Identify beginning consonant sounds in single-syllable words.</p>	
<p><b>k.8 Reading:</b>  The student will expand vocabulary. b) Develop vocabulary by listening to a variety of texts read aloud.</p>	
<p><b>k.9 Reading:</b>  The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.</p>	
<p><b>k.10 Reading:</b>  The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.</p>	

<p><i>We had just begun our non-fiction unit so students may need some more review.</i></p>	
<p><b>K.11 Writing:</b> The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.</p> <p><i><u>Please keep practicing writing with your student</u></i></p>	
<p><b>k.12 Writing:</b> The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.</p>	
<p><b>k.13 Technology:</b> The student will use available technology for reading and writing.</p>	