

**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 and 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 a 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.

**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).

- ❖ 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 (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.

**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.

## 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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