

Language Arts Grade K

<b>Text:</b>	
<b>Supplemental Materials:</b>	Modern Curriculum Press Readers, Alpha Tales book set, Word Family Tales book set, various worksheets supporting our reading curriculum
<b>Course Description:</b>	The Kindergarten Language Arts program is designed to: provide a foundation in reading, writing, and oral language, facilitate students' awareness so they can creatively express their ideas in print, and apply D'Nealian handwriting strokes in correct formation and line placement.
<b>Methods of Evaluation:</b>	Students can be evaluated through oral formal and informal assessments, written assessments, daily practice worksheets, literacy centers, and/or any other form of evaluation instrument the instructor finds applicable to the course.
<b>Pace of Instruction:</b>	<p>First Quarter:</p> <ul style="list-style-type: none"> <li>I. Language/Phonics <ul style="list-style-type: none"> <li>A. Recognition of 15 of the 26 letters</li> <li>B. Sounds for 15 of the 26 letters</li> <li>C. Identifying vowels</li> <li>D. Sight words</li> </ul> </li> <li>II. Handwriting <ul style="list-style-type: none"> <li>A. Writing first and last name</li> <li>B. Using appropriate line placement</li> <li>C. Writing numbers 0-15</li> <li>D. Writing 15 of the 26 letters</li> </ul> </li> <li>III. Writing <ul style="list-style-type: none"> <li>A. Writes words that describe a picture using inventive spelling.</li> </ul> </li> </ul> <p>Second Quarter:</p> <ul style="list-style-type: none"> <li>I. Language/Phonics <ul style="list-style-type: none"> <li>A. Recognition of all 26 letters</li> <li>B. Sounds for all 26 letters</li> <li>C. Rhyming words</li> <li>D. Beginning and Ending Sounds</li> <li>E. Sight words</li> </ul> </li> <li>II. Handwriting <ul style="list-style-type: none"> <li>A. Writing first and last name</li> <li>B. Using appropriate line placement</li> <li>C. Writing numbers to 50</li> <li>D. Writing all 26 letters</li> </ul> </li> <li>III. Writing <ul style="list-style-type: none"> <li>A. Writes a sentence using inventive spelling and sight words.</li> </ul> </li> </ul> <p>Third Quarter:</p> <ul style="list-style-type: none"> <li>I. Language/Phonics <ul style="list-style-type: none"> <li>B. Medial Sounds</li> <li>C. Blending short vowel words</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>D. Recognition of 50 sight words</li> <li>II. Handwriting <ul style="list-style-type: none"> <li>E. Using appropriate line placement</li> <li>F. Writing numbers to 100</li> <li>G. Writing all 26 letters correctly</li> </ul> </li> <li>IV. Writing <ul style="list-style-type: none"> <li>A. Writes a sentence beginning with capital letters and ending with correct punctuation.</li> </ul> </li> </ul> <p>Fourth Quarter:</p> <ul style="list-style-type: none"> <li>I. Language/Phonics <ul style="list-style-type: none"> <li>A. Blending long vowel words</li> <li>B. Consonant blends</li> <li>C. Digraphs</li> <li>D. Punctuation</li> </ul> </li> <li>II. Handwriting <ul style="list-style-type: none"> <li>E. Using appropriate line placement</li> <li>F. Writing numbers to 100</li> <li>G. Writing all 26 letters correctly.</li> </ul> </li> <li>III. Writing <ul style="list-style-type: none"> <li>A. Writes more than one sentence beginning with capital letters and ending with correct punctuation.</li> </ul> </li> </ul>
<p><b>Course Objectives:</b></p>	<p>At the end of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Use age appropriate vocabulary</li> <li>2. Express ideas in complete sentences</li> <li>3. Participate in oral activities</li> <li>4. Sequence missing parts in stories, pictures, objects, and letters</li> <li>5. Match identical items, letters, and words</li> <li>6. Identify rhyming words</li> <li>7. Identify names, sounds, and objects associated with letters A-Z</li> <li>8. Identify initial, ending, and vowel sounds in words</li> <li>9. Identify and mark vowels in written work</li> <li>10. Blend simple short vowel words</li> <li>11. Identify the five vowels</li> <li>12. Recognize "y" as a consonant or a vowel</li> <li>13. Identify basic sight words</li> <li>14. Identify consonant blends</li> <li>15. Identify digraph sounds</li> <li>16. Begin reading two and three word sentences</li> <li>17. Identify the five vowels</li> <li>18. Apply one and two vowel rules</li> <li>19. Orally tell a story about a picture that they have drawn</li> <li>20. Know print has meaning</li> <li>21. Know the difference between a letter, a word, and a sentence</li> <li>22. Work through the literacy standards: Sound/Maker Labeler or Emerging Writer.</li> <li>23. Associate phonetic sounds with pictures they have drawn</li> <li>24. Label pictures they have drawn for their story</li> <li>25. Begin to write words into phrases and beginning sentences</li> <li>26. Write sentences that begin to show a developing, congruent</li> </ol>

thought and story

27. Hold a pencil correctly using dominant hand
28. Trace patterns, shapes, lines and letters
29. Understand and apply terms used in giving directions for writing (top, middle, bottom, left, right, space)
30. Write D'Nealian formation of all capital and lowercase letters using two-finger spacing between words
31. Print capital and lowercase upon verbal dictation
32. Copy letters, words and sentences from the board
33. Print the alphabet in sequence
34. Print own first name using correct D'Nealian, formation, line placement and overall neatness
35. Display usage of D'Nealian to write the numbers 0-9