

# Kindergarten

## English Language Arts

### Key Instructional Activities

- Retelling familiar stories and talking about stories read to them using details from the text
- Asking and answering questions about key details in stories or other information read aloud
- Identifying words that rhyme
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- Taking part in shared reading, writing, and research projects
- Asking and answering questions about a story the teacher reads out loud
- Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)
- Naming upper- and lower-case letters, matching those letters with their sounds, and printing them
- Reading common words such as the, of, you, are, she, and my
- Identifying characters, settings, and major events in a story
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folktales
- Understanding and using question words (e.g., who, what, where, when, why, how) in discussions
- Stating an opinion or preference about a topic or book in writing (e.g., “My favorite book is . . .”)
- Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)

Learning new language skills is a hallmark of kindergarten. Your student will learn about the alphabet and its role in reading. Your student will practice rhyming, matching words with beginning sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. The size of your child’s vocabulary is another key factor in his or her ability to read and comprehend books and stories.



HOUSTON COUNTY  
BOARD OF EDUCATION  
HIGH-ACHIEVING STUDENTS

*By the end of  
Kindergarten, all  
students are  
expected to:*

- *Understand that print carries meaning;*
- *Understand sound/letter relationships and patterns in words such as consonant and vowel sounds, consonant blends, and word families (for example, -ed, -am, -it);*
- *Apply grade-appropriate phonics, language, and word analysis skills in writing and reading;*
- *Acquire the skills to become lifelong readers and writers, such as self-selection of books, self-monitoring to correct errors when reading and writing, and talking with and listening to peers about one’s reading and writing; and*
- *Use reading and writing to communicate through listening, speaking, and drama.*

# Helping Your Student in Kindergarten ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school. Read to your student and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3ricelh>.
- Act out stories together from books, television, or your child's imagination.
- Play word games like I Spy, sing songs like Itsy Bitsy Spider, and make silly rhymes together.
- Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
- Encourage your child to tell you about his or her day at school. Keep paper, markers, or crayons around the house for your child to write letters or words or draw a picture about his or her day. Have your child describe the picture to you.
- It is also helpful when your child sees other people reading at home. You could share what you have read.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



# Kindergarten ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her Kindergarten English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

## August - September

### Reading Focus We Are Readers

### Writing Focus Launching the Writing Workshop

**Performance Goals: To read using pictures and begin to teach others through drawing and labeling.**

*We Are Readers* supports students in both understanding routines as well as beginning reading. This unit sends the message to student that they ARE readers! First, students read high-interest nonfiction to learn about the world. They learn how to read the visuals for information as well as different purposes for reading. The last part of the unit focuses on reading emergent storybooks. Students learn to approximate reading by retelling emergent books.

This unit exposes students to both information writing and narrative writing. The initial goal is to do whatever it takes to get students to write- to give students the confidence to hold their pens, make marks on the page, and shout, "We are authors!"

- Demonstrate understanding of the organization and basic features of print.
  - ✓ 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.
- 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 details.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, describe the relationship between illustrations and the story.

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Write a letter or letters for most consonant and short-vowel sounds.

## September - October

### Emergent Reading: Looking Closely at Familiar Texts

### Show and Tell: From Labels to Pattern Books

**Performance Goals: To read using the pictures with a mix of oral storytelling and story language and to write pattern books.**

In this unit, students will outgrow themselves, returning to old favorites (emergent storybooks), along with fresh new ones as they build their oral storytelling skills to help them understand the books better. Children will read and reread these cherished stories, moving closer to the actual language of the book to make their reading sound more and more beautiful. This unit will focus primarily on the emergent storybook reading, but students will have access to a few different types of texts as well: Shared Reading Texts (familiar books, songs, poems, etc.) and concept books (alphabet books, colors, shapes, etc.). In addition, teachers will support kindergarteners with stamina, reading for longer stretches of time by engaging them with various reading materials.

One of its biggest purposes of this unit is to get kids to write words using inventive spelling as they transition from writing labels to also writing sentences. That is, a main goal is to help children apply their phonics/word study knowledge to write letters and words on the page. This work provides youngsters with absolutely vital opportunities to work on phonemic awareness—on segmenting and blending and manipulating sounds. As children work to record sounds, they practice and learn letter-sound correspondence. Drawing and storytelling are also important parts of this unit. They will learn to put a reproduction of their image onto their page, striving to capture their subject with enough accuracy and detail that someone else, reading what they've put on the page, can conjure up the intended subject.

<ul style="list-style-type: none"> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• Read emergent-reader texts with purpose and understanding.</li> <li>• Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>✓ Follow words from left to right, top to bottom, and page-by-page.</li> <li>✓ Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>✓ Understand that words are separated by spaces in print.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Write a letter or letters for most consonant and short-vowel sounds.</li> <li>• Print many upper- and lowercase letters.</li> </ul>
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**October – November**

<b>Super Powers: Reading with Print Strategies and Sight Word Power</b>	<b>Writing for Readers</b>
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**Performance Goals: To begin conventionally reading and writing books in ways others can read them.**

<p>In this unit, kids begin to read more conventionally, pointing to the words as they read. The unit begins with a rallying cry that readers have superpowers and use these superpowers to read everything they can. Children will read and reread familiar texts while working on one-to-one matching. Readers will learn more super powers and have multiple opportunities to draw on this repertoire of powers that they have acquired. All of this work is an effort to help readers learn to be flexible and independent problem solvers as they read.</p>	<p>In this unit, students become accustom to thinking of a story, capturing it in drawings and words that span pages, and doing all this in ways that they, and others, can read. One big goal of this unit is to help children put actual words and sentences onto the page. They also begin working on one-to-one matching as they name the things they see on the page and read the labels under each of those items.</p>
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<ul style="list-style-type: none"> <li>• Demonstrate understanding of the organization and basic features of print.</li> <li>• Follow words from left to right, top to bottom, and page-by-page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read common high-frequency words by sight; read emergent-reader texts with purpose and understanding.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• Write a letter or letters for most consonant and short-vowel sounds.</li> <li>• Print many upper- and lowercase letters.</li> </ul>
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**December - January**

<b>Bigger Books, Bigger Reading Muscles</b>	<b>How-to Books: Writing to Teach Others</b>
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**Performance Goals: To read with greater independence, using their knowledge of letters and sounds as they read and write books to teach others.**

<p>During this foundational unit, readers will strengthen their reading super powers that they used during the prior unit and add more strategic actions to tackle the difficulties of new and harder books with greater agency, independence, and gusto. As their books change—as they become more complex—they will learn that the way they think, talk, and problem-solve needs to change—to grow—too, and that they have the reading muscles to assume this challenge!</p>	<p>This unit will continue to nudge children to draw on their knowledge of letters, sounds, and high-frequency words to make their writing easier to read as they create how-to booklets. To aid with this, students will orally rehearse steps of what they are describing and touch each page before they write. They will move into elaboration and development using mentor texts and drawing on multiple strategies repeatedly.</p>
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<ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• With prompting and support, identify characters, setting, and major events in a story.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, describe the relationship between illustrations.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read common high-frequency words by sight; read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
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**February - March**

<b>Becoming Avid Readers</b>	<b>Persuasive Writing for All Kinds: Using Words to Make a Change</b>
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**Performance Goals: To build reading stamina, comprehension, and ability to talk about books and to write opinion texts to different audiences.**

<p>This unit builds upon the earlier units, especially <i>Super Powers and Bigger Books</i>, <i>Bigger Reading Muscles</i>. It revisits many of the strategies from those units in new, more student-centered ways. The unit also builds children’s reading stamina, comprehension, and their ability to talk about books with a partner, and then in reading clubs. A big goal of this unit is transfer and showing kids how they can apply the reading skills they are learning to all sorts of situations and under all types of conditions. The first part of the unit invites children to fall in love with characters by becoming the characters in their books, acting out little scenes, and recognizing and naming the types of feelings these characters have. During the next part of the unit, students become avid readers also love reading and learning from nonfiction books. The last part celebrates poetry and songs in order to develop fluency and to strengthen phonological awareness, a foundation that must be rock-solid before kids leave kindergarten.</p>	<p>Students will first look locally, for personal problems in their classroom and school, and then use their opinion writing skills to make a change in the greater community, neighborhood, and world! The unit focuses on solutions rather than problems to empower students to write in order to bring real change! They will choose from a menu to write booklets, songs, petitions, letters, signs, lists, and more each day in the first part of the unit. Then, they will focus on writing letters to lots of different audiences and end with speaking off their writing.</p>
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<ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• With prompting and support, identify characters, setting, and major events in a story.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, identify the main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.</li> <li>• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
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**March - April**

<b>Growing Expertise in Little Books: Reading for Information</b>	<b>All-About Books</b>
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**Performance Goals: To read information books to learn and write information books about topics they are experts in.**

<p>This nonfiction unit teaches children to read, think, and gain information about the world. Children will learn to ponder</p>	<p><i>All-About Books</i> is a favorite high-energy unit for students! Young students are experts on so many</p>
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<p>what their books are about and to read closely, searching for new ideas, information, and vocabulary on every page. Children will tackle big kindergarten reading questions like: <i>What was this book about? What did it teach me? What can I teach someone else about this book?</i> At the end of the unit, children will learn to think and talk about a topic across books</p>	<p>topics and this unit helps them harness that knowledge into writing books about things they know a lot about. Throughout this unit, students will continue to practice moving through the stages of the writing process as they produce a high volume of books, working to plan, write, revise, and edit. Students will learn more ways to be brave spellers, reaching for stronger word choices and domain-specific vocabulary, and using all they know to spell those words well.</p>
<ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, identify the main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text.</li> <li>• Demonstrate understanding of the organization and basic features of print.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>

<b>April - May</b>	
<b>Readers Get to Know Characters By Performing Their Books</b>	<b>Crafting Stories Using All We Know About Narrative Writing</b>
<b>Performance Goals: To read and become the characters in books and write true stories about their lives.</b>	
<p>In this unit, students learn to notice how their books tell a story with both detailed pictures and words, and how the actions, talking, and feelings in their books help them get to know the characters. This unit capitalizes on children’s natural inclination for imitation and role-playing by inviting them to do this same sort of pretending with the characters in their books. During the final portion of the unit, students will give each other the gift of reading by preparing a text to perform.</p>	<p>In this final unit, teachers return to narrative writing with kindergartners, who have grown in tremendous ways this year—both as writers and readers. Now the class will study the connections between the work they can do as readers and the work they can do as writers, as they write true stories of moments from their lives. They will revisit many of the strategies taught to write compelling true stories that are also easy to read. Writers will learn to include detailed pictures in their stories, along with sentences that narrate the actions and make people talk and feel—thereby helping their own audience get to know the people in their stories.</p>
<ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• With prompting and support, identify characters, setting, and major events in a story.</li> <li>• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• Read common high-frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>• Demonstrate a command of standard English grammar and usage when writing or speaking.</li> <li>• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>