

Grade Level Expectations for the Sunshine State Standards

Language Arts Kindergarten



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**Sunshine State Standards
Grade Level Expectations
Language Arts
Kindergarten**

The kindergarten student:

Reading

- uses titles and illustrations to make oral predictions.
- understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).
- knows the names of the letters of the alphabet, both upper and lower case.
- knows the sounds of the letters of the alphabet.
- understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.
- understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).
- understands that print conveys meaning.
- identifies frequently used words.
- identifies words that name persons, places, or things and words that name actions.
- identifies and sorts common words from within basic categories (for example, colors, shapes, foods).
- uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).
- develops vocabulary by discussing characters and events from a story.
- uses strategies to comprehend text (for example, retelling, discussing, asking questions).
- knows the main idea or essential message from a read-aloud story or informational piece.
- selects materials to read for pleasure.
- supports oral and written responses with details from the informative text.
- understands that illustrations reinforce the information in a text.
- knows alphabetical order of letters.
- uses pictures, environmental print (for example, signs, billboards), and people to obtain information.

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- asks “how” and “why” questions about a topic.

Writing

- uses prewriting strategies (for example, drawing pictures, recording or dictating questions for investigation).
- generates ideas through brainstorming, listening to text read by teacher, discussing.
- dictates messages (for example, news, stories).
- uses basic writing formats (for example, labels, lists, notes, captions, stories, messages).
- demonstrates ability to sequence events during shared writing exercises.
- revises by adding details to pictures, dictation, or letters.
- uses spelling approximations in written work.
- uses directionality of print in writing (including but not limited to left-to-right, top-to-bottom, spacing between words).
- identifies and attempts to use end punctuation (for example, the period, question mark, exclamation point).
- dictates or writes with pictures or words a narrative about a familiar experience.
- contributes ideas during a shared writing activity.
- dictates and writes with pictures or words to record ideas and reflections.
- uses basic computer skills for writing (including but not limited to using a mouse, locating numbers/letters on keyboard, turning computer on/off, and locating and opening application icon).
- dictates or writes simple informational texts (for example, descriptions, labels, lists).

Listening, Speaking, Viewing

- follows two-step oral directions.
- listens to oral language in different forms (for example, stories read aloud, audio tapes, nursery rhymes, songs).
- knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories).
- follows rules of conversation (for example, taking turns speaking and listening).

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- listens for specific information, including sequence of events.
- understands the main idea in a nonprint communication.
- understands simple nonverbal cues (for example, smiling, gesturing).
- speaks clearly and uses appropriate volume in different settings (for example, choral speaking, informal conversations, shared readings).
- asks and responds to questions.
- uses basic speaking vocabulary to convey a message in conversation (for example, numbers, adjectives, action words, shapes, colors, categories).
- uses eye contact and appropriate gestures to enhance oral delivery.

Language

- knows patterns of sound in oral language (for example, rhyming, choral poetry, chants).
- knows different functions of language (for example, expressing oneself, describing objects).
- recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.
- understands that word choice can shape ideas, feelings, and actions (for example, story language, descriptive words).
- uses repetition, rhyme, and rhythm in oral and written texts (for example, reciting songs, poems, and stories with repeating patterns; substituting words in a rhyming pattern).
- understands the use of alliteration.
- understands that the use of more than one medium can influence how one thinks and feels (for example, music, illustrations).
- knows various types of mass media (for example, film, video, television).

Literature

- knows a variety of familiar literary genres (for example, fiction, nonfiction, picture books, fairy tales, legends).
- knows the sequence of events, characters, and setting of stories (for example, read-aloud stories).
- relates characters and simple events in a read-aloud book to own life.

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- uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing).
- knows rhymes, rhythms, and patterned structures in children’s text (for example, repetitive text, pattern books, nursery rhymes).



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