

Oregon English/Language Arts Grade-level Foundations Kindergarten

READING

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Concepts of Print

Identify the front cover, back cover, and title page of a book.

Follow words read aloud from left to right and from top to bottom of the page.

Know that print is spoken words written down and has meaning.

Recognize that sentences in print are made up of separate words.

Distinguish letters from words.

Recognize and name all upper and lower case letters.

Phonemic Awareness

Listen to spoken sentences and recognize individual words in a sentence.

Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

Given a spoken word, produce another word that rhymes with it.

Listen to one-syllable words and tell the beginning and ending sounds.

Given oral sets like “pan, pan, pen,” identify the first two as being the same and the third as different.

Given oral sets like “sat, cap, run,” identify the first two as sharing a same sound.

Orally blend two to three spoken sounds into recognizable words (e.g., / a / t / =at; / c / a / t / = cat).

Orally segment single syllable spoken words into their components (e.g., cat = / c / a / t /).

Decoding and Word Recognition

Understand that as letters of words change, so do the sounds (alphabetic principle).

Learn most one-to-one letter sound correspondences.

Blend sounds to read one-syllable decodable words.

Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).

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READING

Listen to and Read Informational and Narrative Text

CCG: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

#18 Tale of the Sun
#22A Trees as Habitats



Skills to Support Standards:

- Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.
- Demonstrate listening comprehension of more complex text through discussions.

Vocabulary

CCG: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

#54A I'd Like to Visit a Place
Where



Skills to Support Standards:

- Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.
- Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).

#6A Picture This

Describe common objects and events in both general (ball) and specific language (large red ball with stripes).

#6A Picture This

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Locate the title and the name of the author of a book.

Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.

The K-2 Foundations prepare students to meet Oregon's academic standards.

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READING

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.

Correctly answer simple questions about a text read aloud.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas.

Use pictures or portions of the text to make predictions about the text.

Connect the information in text to life experiences.

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

There are currently no kindergarten grade-level foundations for Informational Text: Examine Content and Structure.

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LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#8 *The Forest of S. T. Shrew*
#18 *Tale of the Sun*
#36 *Pollution Search*



Skills to Support Standards:

- Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.
- Name some book titles and authors.
- Demonstrate listening comprehension of more complex literary text through discussions.

CCG: Demonstrate general understanding of grade-level literary text.

#18 *Tale of the Sun*

Literary Text: Demonstrate General Understanding

Tell the sequence of events in a story.

#8 *The Forest of S. T. Shrew*

Correctly answer simple questions about stories read aloud.

Retell, reenact, dramatize, or draw stories or parts of stories.

Literary Text: Develop an Interpretation

Connect events in text to life experiences.

Make predictions based on illustrations or portions of the story.

CCG: Develop an interpretation of grade-level literary text.

#8 *The Forest of S. T. Shrew*
#18 *Tale of the Sun*

Literary Text: Examine Content and Structure

There are currently no kindergarten grade-level foundations for Literary Text: Examine Content and Structure.

CCG: Examine content and structure of grade-level literary text.

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WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.



Skills to Support Standards:

- Discuss ideas to include in a story.

Writing

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Write by moving from left to right and from top to bottom.

Independently write many uppercase and lowercase letters.

Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

Write most letters and some words when they are dictated.

Write some consonant-vowel-consonant words such as *man*, *cat*, and *run* (demonstrating the alphabetic principle).

Write (unconventionally) to express own meaning.

Produce or dictate writing that approximates natural or story language.

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WRITING

Conventions

Spelling

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Use phonemic awareness and letter knowledge to spell independently.

Spell some conventionally-spelled consonant-vowel-consonant words.

Handwriting

Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters.

Writing Applications

Narrative Writing

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.

[#20 Environmental Exchange Box](#)

Expository Writing

Write (unconventionally) simple messages or directions for a specific reason—or for a specific person or specific people.

[#2 Get in Touch with Trees](#)

[#20 Environmental Exchange Box](#)

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WRITING

Research Report Writing

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. *(See Writing Applications-Expository Writing: Research Reports)*

There are currently no kindergarten grade-level foundations for Research Report Writing.

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SPEAKING AND LISTENING

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.
#21A Adopt-A-Tree
#22A Trees as Habitats

Speaking

Recite short poems, rhymes, and songs.

Retell, reenact, or dramatize stories or parts of stories.

Show and tell using props.

#2A Get in Touch with Trees

#6A Picture This!

Share information and ideas, speaking in complete, coherent sentences.

#2A Get in Touch with Trees

#6A Picture This!

#18 Tale of the Sun

Describe people, places, things (e.g., size, color, and shape), locations, and actions.

#2A Get in Touch with Trees

#6A Picture This!

Tell an experience or story in a logical sequence.

Speak audibly.

Look at listeners most of the time.

Listening

CCG: Listen critically and respond appropriately across the subject areas.
#4A Sounds Around
#6A Picture This!
#8 The Forest of S.T. Shrew

Listen when others are speaking.

#18 Tale of the Sun

Understand and follow one- and two-step oral directions.

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no kindergarten grade-level foundations for Analysis.