

Kinder 2 English Standards

Writing

Standard	Quarter		
	1st	2nd	3rd
<i>Writing strategies and penmanship</i>			
1. Write upper lower case letters independently, using the correct formation.			
2. Children should be able to write their own name.			
3. Use one-syllable phonic words and high frequency words in their writing (e.g. cat, leg, top, etc)			
4. Start to write simple sentences, using correct spacing between words.			
<i>Phonics and Spelling</i>			
1. Recognize initial, middle and final letter sounds, in 3 letter phonic words, (e.g cat, mat, log, pig, sun)			
2. Identify and spell some simple high frequency words (the, in, on).			
3. Explore and experiment with sounds, to make new words.			

Listening and speaking

Standard	Quarter		
	1st	2nd	3rd
<i>Listening and speaking strategies</i>			
1. Ask and answer questions in English, using increasing fluency.			
2. Repeat words using the correct pronunciation.			
3. Continue to increase vocabulary and use of English on a daily basis.			
4. Follow directions given by an adult.			
5. Participate in group discussions.			
6. Recite short poems, rhymes and songs.			
7. Use words to describe people, places and things (e.g. size, color, shape) location and actions.			

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Reading

Standard	Quarter		
	1st	2nd	3rd
<i>Concepts about print</i>			
1. Identify the front cover, back and title page of a book.			
2. Understand that in English we read from left to right, top to bottom.			
3. Distinguish letters from words, recognize and name capital letters and lower case letters.			
4. Recognize that sentences are made up of separate words.			
<i>Phonemic Awareness</i>			
1. Blend vowel-consonant sounds orally to make CVC words, (big, dog, cat, man)			
2. Identify rhyming words, such as (cat, hat, mat).			
3. Sound out new words, using individual letter sounds.			
<i>Decoding and Word Recognition</i>			
1. Match all consonant and short-vowel sounds to appropriate letters.			
2. Recognize simple one-syllable and high-frequency words (i.e. sight words)			
3. Understand that as letters of words change, to form different sounds.			
<i>Vocabulary and Concept development</i>			
1. Identify and sort common words in basic categories (e.g. colors, shapes, foods)			
2. Describe common objects and events in both general and specific language.			
3. Reading Comprehension			
a. Identify basic facts and ideas they have read, heard or viewed.			
b. Use pictures and context to make predictions about story and content.			
c. Connect life experiences, information in texts, events, etc.			
d. Begin to retell familiar stories (act out 3 pigs, 3 bear stories).			
e. Ask and answer questions about essential elements of a text.			
4. Identify different types of text, storybooks, poems, newspapers, sight labels)			
5. Identify characters, settings and important events.			