

Language Arts: Kindergarten Competency List

GLCE#	Date: 10/23/2006 Description	Level	Teaching Resources	Test Items
LA.R.WS.1	Demonstrate phonemic awareness <i>Demonstrate phonemic awareness by the wide range of sound manipulation competencies, including sound blending and deletion.</i>	EXT		
LA.R.WS.2	Recognize blended sounds. <i>Recognize that words are composed of sounds blended together and carry meaning.</i>	EXT		
LA.R.WS.3	Understand phonics <i>Understand the alphabetic principle -- that sounds in words are expressed by the letters of the alphabet.</i>	EXT		
LA.R.WS.4	Use grapho-phonemic cues <i>Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.</i>	EXT		
LA.R.WS.5	Associate letters and sounds <i>Students have begun to associate letters and sounds, particularly initial and final consonants.</i>	EXT		
LA.R.WS.6	Recognize frequently used words. <i>Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically.</i>	EXT		
LA.R.WS.7	Recognize 220 Dolch vocab. <i>Recognize a few of the 220 Dolch basic sight vocabulary automatically.</i>	EXT		
LA.R.WS.8	Follow text/match words. <i>Follow familiar written text while pointing to matching words.</i>	EXT		
LA.R.WS.9	Narrow possibilities <i>Narrow possibilities in predicting words using: initial letters/sounds (phonics); picture clues (semantic); patterns of language (syntactic).</i>	EXT		
LA.R.WS.10	Know the meanings of words <i>Know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed).</i>	ESS		
LA.R.WS.11	Determine meaning <i>In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.</i>	ESS		
LA.R.WS.12	Use picture clues..... <i>Use picture clues, prediction, other people</i>	EXT		
LA.R.FL.1	Apply aspects of fluency <i>Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.</i>	EXT		
LA.R.NT.1	Become familiar with contemporary literature <i>Become familiar with and respond thoughtfully to classic and contemporary literature: Recognized for quality and literary merit; reflecting our common heritage as well as cultures from around the world.</i>	ESS		
LA.R.NT.2	Identify variety of narrative genre <i>Identify a variety of narrative genre including: stories, nursery rhymes, poetry, songs.</i>	ESS		
LA.R.NT.3	Discuss simple story elements <i>Discuss simple story elements in narrative text: setting, characters, events.</i>	ESS		
	Identify how authors use pictures	ESS		

LA.R.NT.4	<i>Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters.</i>		
LA.R.NT.5	Respond to multiple texts <i>Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.</i>	ESS	
LA.R.IT.1	Identify a variety of informational genre <i>Identify a variety of informational genre: environmental text, concept books, picture books, narrative.</i>	ESS	
LA.R.IT.2	Discuss informational text patterns <i>With teacher guidance, discuss informational text patterns: sequential, descriptive</i>	ESS	
LA.R.IT.3	Explain how authors/illustrators use text features <i>Explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in: descriptive (definitions, enumeration), sequential (directions, steps, procedures), organizational patterns.</i>	ESS	
LA.R.IT.4	Respond to multiple texts <i>Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.</i>	ESS	
LA.R.CM.1	Activate prior knowledge <i>Activate prior knowledge</i>	EXT	
LA.R.CM.2	Connect personal knowledge <i>Connect personal knowledge and experience to ideas in texts.</i>	ESS	
LA.R.CM.3	Retell events <i>Retell up to three events from familiar text using their own words or phrasing.</i>	ESS	
LA.R.CM.4	Make connections and comparisons <i>Begin to make text-to-self and text-to-text connections and comparisons.</i>	ESS	
LA.R.CM.5	Make predictions <i>Make meaningful predictions based on illustrations or portions of stories.</i>	ESS	
LA.R.CM.6	Acquire significant knowledge <i>Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts.</i>	ESS	
LA.R.MT.1	Comprehension <i>Self-monitor comprehension when reading familiar grade level appropriate text.</i>	EXT	
LA.R.MT.2	Use simple strategies <i>Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations.</i>	EXT	
LA.R.MT.3	Use story grammar <i>Begin to use story grammar to identify author's perspective.</i>	EXT	
LA.R.MT.4	Sort and order information <i>Begin to sort and order information with extensive teacher guidance.</i>	EXT	
LA.R.CS.1	Assess personal work <i>Recognize how to assess personal work and the work of others with teacher supervision.</i>	ESS	
LA.R.AT.1	Become enthusiastic about reading <i>Become enthusiastic about reading and learning how to read.</i>	EXT	
LA.R.AT.2	Choose books <i>Choose books, book activities, word play, and writing on their own during free time in school and at home.</i>	EXT	
LA.W.GN.1	Write a personal narrative <i>Write a brief personal narrative using: pictures, words, word-like clusters, and/or sentences as support.</i>	ESS	
LA.W.GN.2	Approximate poetry <i>Approximate poetry, using copy change and teacher guidance, based on</i>	EXT	

	<i>reading a wide variety of grade level appropriate published poetry.</i>			
LA.W.GN.3	Write an informational piece <i>Write a brief informational piece (a page for a class book) using: drawings, words, word-like clusters, and/or sentences.</i>	ESS		
LA.W.GN.4	Contribute to a class project <i>Contribute to a class research project by adding relevant information to a class book including: gathering information from teacher-supplied texts, using the writing process to develop the project.</i>	EXT		
LA.W.PR.1	Consider audience reaction in planning writing <i>With teacher assistance, consider the audience reaction as they plan their writing.</i>	ESS		
LA.W.PR.2	Brainstorm ideas for text <i>Brainstorm to generate and structure ideas for narrative and informational text.</i>	ESS		
LA.W.PR.3	Use semi-phonetic spelling <i>Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings.</i>	EXT		
LA.W.PR.4	Revise own writing <i>Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.</i>	ESS		
LA.W.PS.1	Show originality <i>Show originality in oral, written, and visual messages including narrative (natural language, expressed sentiment, original ideas); informational (listing, naming, describing).</i>	ESS		
LA.W.SP.1	Spell words <i>Spell a small number (about 18) of frequently encountered and personally meaningful words correctly.</i>	ESS		
LA.W.SP.2	Spell words <i>For other words, rely on: structural cues (beginning and simpler ending sounds), environmental sources (word wall, word lists).</i>	ESS		
LA.W.HW.1	Form upper and lower case letters <i>Form upper and lower case letters.</i>	ESS		
LA.W.HW.2	Leave space between words <i>Leave space between words and word-like clusters of letters.</i>	ESS		
LA.W.HW.3	Write from left to right, etc. <i>Write from left to right and top to bottom.</i>	ESS		
LA.W.AT.1	Have enthusiasm about writing <i>Be enthusiastic about writing and learning to write.</i>	EXT		
LA.S.CN.1	Use language to communicate <i>Use language to communicate with a variety of audiences and for different purposes: problem-solve, explain, look for solutions, construct relationships, courtesies.</i>	EXT		
LA.S.CN.2	Speak clearly, etc. <i>In spoken informational and narrative presentations: speak clearly and audibly in complete, coherent sentences, use sound effects, use illustrations.</i>	EXT		
LA.S.CN.3	Make presentations <i>Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English.)</i>	EXT		
LA.S.CN.4	Be aware that language differs <i>Be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom).</i>	EXT		
	Engage in substantive conversation	EXT		

LA.S.DS.1	<i>Engage in substantive conversation: remaining focused on subject matter, with interchanges beginning to build on prior responses, in the context of literature discussions, paired conversations, or other interactions.</i>			
LA.S.DS.2	<u>Tell/retell about familiar experiences</u> <i>Briefly tell/retell about: familiar experiences (including at least characters, setting, and events), interests (including at least topic and key details).</i>	EXT		
LA.S.DS.3	<u>Respond to multiple text types</u> <i>Respond to multiple text types by reflecting, making meaning, and making connections.</i>	EXT		
LA.S.DS.4	<u>Plan and deliver presentations</u> <i>Plan and deliver presentations or reports: using an informational organizational pattern description, with appropriate text features, pictures, and illustrations, providing several facts and details to make their point.</i>	EXT		
LA.L.CN.1	<u>Follow directions</u> <i>Understand and follow one- and two-step directions.</i>	EXT		
LA.L.CN.2	<u>Ask appropriate questions</u> <i>Ask appropriate questions during a presentation or report.</i>	EXT		
LA.L.CN.3	<u>Listen</u> <i>Listen to each other and interact and respond appropriately: eye contact, attentive, supportive.</i>	EXT		
LA.L.CN.4	<u>Use effective listening and viewing behaviors</u> <i>Use effective listening and viewing behaviors.</i>	EXT		
LA.L.CN.5	<u>Differentiate</u> <i>Differentiate between sender and receiver.</i>	EXT		
LA.L.RP.1	<u>Discuss genres</u> <i>Listen to or view and discuss a variety of genres.</i>	EXT		
LA.L.RP.2	<u>Contemporary texts</u> <i>Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</i>	EXT		
LA.L.RP.3	<u>Respond to multiple texts</u> <i>Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.</i>	EXT		