

READING

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader. Students will learn to do the following:

- Hold book correctly; turn pages from left to right
- Read words from left to right and from top to bottom
- Identify all the different parts of a book
- Distinguish between printed letters and words
- Recognize that words are made of a specific sequence of letters and print represents spoken language and conveys meaning
- Break a spoken sentence into individual words
- Demonstrate one to one correlation between words
- Distinguish spoken rhyming words from non-rhyming words
- Orally produce rhyming words to a given word
- Identify beginning, middle and ending sounds
- Orally blend sounds into easy words
- Orally group same initial sound words
- Blend 2 or 3 spoken syllables to say words
- Separate easy words into individual sounds

- Recognize punctuation: period, comma, question mark, exclamation, quotation marks, apostrophe
- Identify upper and lower-case letters
- Say the sounds that match each letter
- Recognize that new words are created when letters are changed
- Sort familiar words into categories
- Describe familiar objects and events
- Determine what words mean from how they are used in a sentence, heard or read
- Make predictions about a story
- Read along and gain meaning from books that use repeating and patterned text
- Identify characters, setting, and key events and whether a story is real or fantasy
- Retell a story in correct order
- Sequentially follow 3 step directions using pictures
- Identify signs, labels, and captions
- Listen to, understand, and respond appropriately to expository text

WRITING

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion.

Throughout the process, students should reflect on their own writing skills, set goals and evaluate their own progress. Students will learn to do the following:

- Understand the writing process including prewriting, drafting, revising, editing and publishing
- Begin to utilize all parts of the 6 trait writing process
- Participate in creating stories, poems, etc...
- Begin to understand spacing, punctuation and the significance of capital letters
- Begin to create simple sentences in writing
- Write legibly using manuscript

MATH

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Following are process standards that are embedded throughout the teaching and learning of mathematical strands:

Communication, reasoning & proof, problem-solving, connections, counting and cardinality, operations and algebraic thinking, measurement and data analysis, geometry, patterns, and representation. Students will learn to do the following:

- Count 1 to 100 and backward from 20
- Read and write numbers from 1 to 20

MATH (continued)

- Arrange numbers in patterns or from greatest to least
- Model addition and subtraction
- Identify mathematical symbols such as plus sign, minus sign and equal sign
- Identify money in terms of coins
- Interpret simple graphs
- Extend and create patterns
- Sort and classify objects
- Have the ability to use positional terms (inside, above, etc...)

Curriculum Programs

Reading:

Houghton Mifflin Harcourt "Journeys"
Reading and Language Arts Program

Math:

Houghton Mifflin Harcourt "Go Math"



A Balance of Academics and Performing arts

CAFA, Inc. dba
Learning Foundation and Performing Arts
District Office
4055 E. Warner Road
Gilbert, AZ 85296
Ph: 480-635-1900
Fax: 480-635-1906
learningfoundation@msn.com

LEARNING FOUNDATION AND PERFORMING ARTS SCHOOLS



Kindergarten

Reading, Writing & Math Curriculum Expectations

The grade level expectations in this brochure have been compiled using Arizona Department of Education Academic Standards. The Standards provide focus and consistency for teachers, students, and parents.

The role of parents in supporting the educational process is extremely important. We urge you to view these expectations and take advantage of opportunities to provide rewarding learning experiences for your child.