

**LINCOLN PUBLIC SCHOOLS**  
**English Language Arts Learning Expectations: Kindergarten**

**Massachusetts  
Standards**

**Strand:  
Reading Foundational  
Skills**

**Students will be able  
to:**

Read emergent-reader  
texts with purpose and  
understanding.  
*(Standard 4)*

**Big Ideas**

- The early elementary grades represent a crucial stage in the development of reading ability.
- A number of essential foundational skills and understandings are acquired and expanded during these years that enable students to develop the full repertoire of abilities that represent mature reading.
- These skills and understanding are most easily learned when explicitly taught, practiced in a supportive environment, and monitored by the learner and teacher.
- Instruction in these foundational skills and understandings must be conducted in conjunction with opportunities to engage in authentic reading and writing experiences.

**Key Outcomes**

Students will demonstrate an understanding of **reading** by:

- Demonstrating an understanding of the organization and basic features of print. *(Standard 1)*
- Demonstrating an understanding of spoken words, syllables, and sounds (*phonemes*). *(Standard 2)*
- Knowing and applying grade-level phonics and word analysis skills in decoding words. *(Standard 3)*

**Essential Knowledge and Skills**

**Students will:**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel and final sounds

*(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)*

- Add or substitute individual sounds (*phonemes*) in simple, one-syllable words to make new words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (*graphemes*) for the five major vowels.
- Read common high-frequency words by sight (*e.g., the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.