

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Kindergarten

Massachusetts
Standards

Strand:
Language

Students will be able
to:

Demonstrate command
of the conventions of
standard English
grammar and usage
when writing or
speaking.
(Standard 1)

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

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

- Using basic conventions of standard English capitalization, punctuation, and spelling when writing.(Standard 2)
- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.(Standard 4)
- Using words and phrases acquired through conversations, reading and being read to, and responding to texts. (Standard 6)

Essential Knowledge and Skills

Students will:

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (*interrogatives*) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities
- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (*phonemes*).

- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Identify new meanings for familiar words and apply them accurately (*e.g., knowing duck is a bird and learning the verb to duck*).
- Use the most frequently occurring inflections and affixes (*e.g., -ed, -s, re-, un-, pre-, ful, -less*) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings. (*Standard 5*)
- Sort common objects into categories (*e.g., shapes, foods*) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (*antonyms*).
- Identify real-life connections between words and their use (*e.g., note places at school that are colorful*).
- Distinguish shades of meaning among verbs describing the same general action (*e.g., walk, march, strut, prance*) by acting out the meanings.