

## Kindergarten Literacy Information

<b>Fluency</b>	In kindergarten, students focus on listening to how words and stories sound. As we go through the year, we learn individual letter sounds and then begin to blend them into simple words. Words with a consonant, vowel and another consonant, called CVC words, are a common focus. We work on blending letter sounds together smoothly to make words.
<b>Writing</b>	In writing, kindergarteners work on three genres (types). These are personal narrative, informational, and opinion. The year begins with students putting detailed pictures and simple labels on their pieces to "teach" others about things they know. We move into making booklets with several pages, all covering the same topic. The informational unit has students writing "how to" books. Here students think through a process and use words like "first", "next", "then", and "last". We end the year with opinion pieces where children write about a problem they see and why they think it is a problem. Then they offer suggestions for solutions. As we go through the year, students gradually move from mostly drawing to mostly writing. This is truly an exciting year of tremendous growth!
<b>Comprehension (understanding)</b>	Comprehension in kindergarten involves both understanding fiction and informational (nonfiction) text. We talk about the setting, characters, problem and solution in a story. Initially students answer questions about stories that have been read to them. Eventually students move to answering questions about a book that they have read themselves. We use a program called "Visualizing and Verbalizing" that teaches children to make a "movie" in their head and imagine in their brain what they are hearing or reading from a story. Towards the end of the year, we will also examine the author's point of view and make connections from the text to our own lives.
<b>Phonics/Spelling/ Word Study</b>	We begin our year with the study of the upper and lower case letters. Children learn to recognize the letters, their sounds, and how to correctly write them. We learn the letters in a multi-sensory way using sand trays, bumpy boards, and many other "hands on" materials. During the second half of the year, we take what we know about the letters and begin blending them into simple words. We also have a list of words called "red words" that do not follow typical spelling patterns. These words must be memorized. Students also work on "dictation" where they listen to letters sounds and words and write what they hear. We spend a lot of time in kindergarten looking at rhyming words, sorting words by beginning and ending sounds, syllables, and short vowel sounds.