

**CARTERVILLE SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM
KINDERGARTEN
Revised 2007**

FIRST GRADING PERIOD

- 1. Recognize and produce rhyming words. (1.A.1a)
- 2. Count words/syllables in sentences. (3.A.1)
- 3. Listen to models read aloud with accuracy, comprehension, and appropriate rate. (4.A.1a, 4.A.1c)
- 4. Read high-frequency words automatically. (1.A.1a)
- 5. Develop vocabulary through direct instruction, concrete experiences, reading and listening to text read aloud. (1.A.1b, 1.B.1c)
- 6. Use words to describe location, size, color, and shape. (1.C.1e)
- 7. Use new oral vocabulary words in context to reinforce meaning. (1.A.1b, 1.B.1c)
- 8. Identify letter sounds in initial and final positions. (1.A.1a)
- 9. Make and confirm predictions. (1.B.1a, 1.C.1a, 4.A.1b)
- 10. Answer and generate questions. (1.B.1c, 1.C.1a, 4.A.1b)
- 11. Retell stories, including characters setting, and plot. (1.B.1c, 2.A.1a, 2.B.1c)
- 12. Make connections: text to self, text to text, text to world. (1.B.1a, 2.B.1a, 2.B.1c)
- 13. Classify and categories. (1.B.1d, 1.C.1c)
- 14. Sequence of events. (1.C.1d)

Along with the above skills from the Scott Foresman Reading Series, kindergarten students will also learn to recognize first name, print first name, become accustomed to sitting and listening to a story, copy a journal message from the chalkboard, express an idea in a complete sentence, identify color words, and follow oral directions.

SECOND GRADING PERIOD

- 15. Identify introduced letters, sounds, and high-frequency words. (1.A.1a, 1.A.1b)
- 16. Blend sounds orally to make new words using phonics and word patterns. (1.A.1a)
- 17. Identify medial sounds in spoken words. (1.A.1a)
- 18. Add, delete, or substitute phonemes. (1.A.1a)
- 19. Blend sounds of letters to decode one-syllable words using consonant sounds, short vowels sounds, and word families. (1.A.1a, 1.A.1b)
- 20. Recognize story structure. (1.C.1d)
- 21. Compare and contrast. (1.C.1c)
- 22. State main idea of stories. (1.C.1b, 1.C.1c)
- 23. Recognize realism/fantasy. (1.B.1d, 2.A.1b)

THIRD GRADING PERIOD

- 24. Identify introduced letters, sounds, and high-frequency words. (1.A.1a, 1.A.1b)
- 25. Blend sounds of letters to decode one-syllable words using consonant blends. (1.A.1a)
- 26. Monitor own comprehension. (1.A.1b, 1.B.1c, 4.A.1b)
- 27. Use graphic organizers to focus on text structure, to represent relationships in text, or to summarize text. (2.A.1a, 3.B.1a, 3.C.1b, 4.A.1d, 5.B.1a, 5.C.1a)
- 28. Visualize using mental imagery. (1.C.1e)
- 29. Recognize cause and effect. (1.B.1c, 1.C.1e)
- 30. Draw conclusions. (1.C.1a)

FOURTH GRADING PERIOD

- 31. Identify introduced letters, sounds, and high-frequency words. (1.A.1a, 1.A.1b)
- 32. Formulate the beginning of a story orally. (4.B.1a, 4.B.1b)
- 33. Dictate a simple paragraph focusing on a main idea. (3.A.1, 3.B.1a, 3.B.1b, 3.C.1a)
- 34. Use classroom books to reinforce sight words and reading skills. (1.B.1d)

Many skills are introduced early in the Scott Foresman series and are then reinforced in each of the six units. Although each skill is not listed as an objective in each of the grading periods, this series continues to emphasize these skills throughout the units to ensure student mastery.