**Kindergarten Language Arts Expectations**

Below is an overview of what students will be assessed on each grading period.

C:\Users\m9900838\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WU9X2OCQ\MC900413648[1].wmf**First Grading Period**

By the end of the first grading period, students should

* Know at least 26 out of 52 letters (upper and lower case)
* Know the sound for at least 13 letters
* Know at least 8 high frequency words
* Recognize high frequency words within text when reading
* Track print when reading
* Hold a book right side up when reading
* Reads words left to right
* Use picture clues when reading
* Identify the beginning sound in a word
* Demonstrate fine more skills, copy and cut basic lines
* Write their first name correctly on the baseline (Students should spell their name correctly with appropriate capitalization)

Students will complete a writing task. Students should

* Write on topic (narrative)
* Draw recognizable pictures to represent ideas
* Begin to make letter-sound connections to write simple words
* Uses letters and words to express a complete thought
* Writes left to right and top to bottom
* Retells self-generated writing

Reading and Comprehension Expectation

* Instructional level A in reading

|  |  |
| --- | --- |
| I can kick. |  |

\*This is a sample of a level A text

**Second Grading Period**

By the end of the second grading period, students should

* Know all 52 letters (upper and lower case)
* Know all 26 letter sounds
* Know at least 20 high frequency words
* Use beginning letter knowledge and picture clues when reading
* Use patterns in the text when reading
* Identifies the beginning, middle and end of the story
* Produce the ending sound in a word
* Blend sounds to form a word. For example, /b/-/ă/-/t/ says “bat”
* Demonstrate fine motor skills
* Write their first name correctly on the baseline (Students should spell their name correctly with appropriate capitalization)

Students will complete a writing task. Students should

* Write and stay on topic (narrative)
* Draws detailed pictures to represent ideas
* Uses letter-sound connections to make simple words
* Uses letters and words to express a complete thought
* Uses high-frequency words spelled correctly using the word wall
* Writes left to right and top to bottom
* Uses spaces between words
* Uses capital letter at the beginning of a sentence
* Uses punctuation at the end of a sentence
* Reads self-generated writing

Reading and Comprehension Expectation

* Instructional level B

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| --- | --- |
| My little dog likes to  run with me. |  |

\*This is a sample of a level B text

**Third Grading Period**

By the end of the third grading period, students should

* Know at least 36 high frequency words
* Self-correct errors when reading
* Read in 2-3 word group phrases
* Demonstrate listening comprehension-listen to a story and respond to questions
* Segment words to sounds. For example, “bat” is /b/-/ă/-/t/
* Produce rhyming words
* Write their last name correctly on the baseline (Students should spell their name correctly with appropriate capitalization)
* Form all capital letters correctly

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Students will complete a writing task. Students should

* Uses titles appropriately in writing (Pattern Book)
* Carries pattern over three or more pages
* Draws pictures to match text
* Uses letter-sound connections to make simple words
* Uses letters and words to express a complete thought
* Uses high-frequency words spelled correctly using the word wall
* Includes details tin text to elaborate
* Uses spaces between words
* Uses capital letter at the beginning of a sentence
* Uses punctuation at the end of a sentence
* Reads self-generated writing

Reading and Comprehension Expectation

* Instructional level C

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| --- | --- |
| She was sleeping  on the rug.  I said,  “Wake up, Socks!” | C:\Users\m9900838\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WU9X2OCQ\MC900434591[1].wmf |

\*This is a sample of a level C text

**** **Fourth Grading Period**

By the end of the fourth grading period, students should

* Know at least 60 high frequency words
* Self-monitor and correct errors when reading
* Read in 3-4 word phrase groups
* Read with expression
* Use evidence from the story to support their thinking
* Form all lower case letters correctly

Students will complete a writing task. Students should

* Relates drawings and sentences to topic (expository)
* Writes at least 3 ideas/facts about topic
* Uses letter-sound connections to make words
* Uses letters and words to express a complete thought
* Uses high-frequency words spelled correctly using the word wall
* Included details in text to elaborate
* Uses spaces between words
* Uses capital letters at the beginning of a sentence
* Uses punctuation at the end of a sentence
* Teacher and student read student-generated writing

Reading and Comprehension Expectation

* Instructional level D

|  |  |
| --- | --- |
| The pig went in  the little house.  The pig said,  C:\Users\m9900838\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\BLKTCW4H\MC900446094[1].wmf  “What a nice  little house!” | C:\Users\m9900838\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\BLKTCW4H\MC900441738[1].png |

\*This is a sample of a level D text