

# Reading

## KINDERGARTEN

### STANDARD 1

*The student understands and uses different skills and strategies to read.*

To meet this standard, the student will:

**Benchmark KR.1.1: Use word recognition and word meaning skills to read and comprehend text**

**Indicators:**

- KR.1.1.1 Be introduced to concepts about print:
  - punctuation (question mark, period, exclamation point)
  - difference between letters and words
  - word by word matching
  - directional behavior (left to right progression)
  - where to start
  - which way to go (top to bottom)
  - first and last concept (of a word, story)
  - left page before right page
- KR.1.1.2 Identify all letters, capital and lower case
- KR.1.1.3 Identify all alphabet sounds, upper and lower case
- KR.1.1.4 Understands words as well as pictures carry meaning
- KR.1.1.5 Recognize own name in print
- KR.1.1.6 Develop phonemic awareness
  - rhyming (hearing how words sound alike)
  - isolation of sound (beg/middle/end) in a word
  - oral blending (when presented with sounds /h/ / /m/ student can say “ham”)
  - beginning and ending sounds
  - word families
  - short vowels (a, e, i, o, u)
- KR.1.1.7 Recognize color words
- KR.1.1.8 Recognize number words (one to ten)
- KR.1.1.9 Memorizes pattern books and familiar books
- KR.1.1.10 Be introduced to sight words from Hubbard Cubbard.org (K level)

**Benchmark KR.1.2: Build vocabulary through reading**

**Indicator:**

- KR.1.2.1 Build vocabulary through read alouds, songs, finger plays, themes, etc.

**Benchmark KR.1.3: Read fluently, adjusting reading for purpose and material**

**Indicators:**

- KR.1.3.1 Use choral readings, songs, finger plays, poetry, etc.
- KR.1.3.2 Turn pages of book telling the story from memory

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010

**Benchmark KR.1.4: Understand elements of literature**

**Indicator:**

- KR.1.4.1 Be introduced to literary vocabulary: character, setting, plot
- KR.1.5.1 Be introduced to non-fiction through read alouds and class charts

**Benchmark KR.1.5: Use technology**

**Indicators:**

N/A

# Reading

## KINDERGARTEN

### STANDARD 2

*The student understands the meaning of what is read.*

To meet this standard, the student will:

**Benchmark KR.2.1: Comprehend important ideas and details**

**Indicators:**

- KR.2.1.1 Predict outcomes
- KR.2.1.2 Draw on previous experiences to understand text
- KR.2.1.3 Answer who, what, where, when, how questions

**Benchmark KR.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas**

**Indicators:**

- KR.2.2.1 Sequence events of a story by retelling
- KR.2.2.2 Find similarities and differences in stories
- KR.2.2.3 Recognize beginning, middle, end of a story

**Benchmark KR.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective**

**Indicators:**

- KR.2.3.1 Distinguish between make believe and real stories
- KR.2.3.2 Be introduced to a variety of authors and styles
- KR.2.3.3 Express personal views about the action of a character

# Reading

## KINDERGARTEN

### STANDARD 3

The student *reads different materials for a variety of purposes.*

To meet this standard, the student will:

**Benchmark KR.3.1: Read to learn new information**

**Indicators:**

- KR.3.1.1 Observe use, and understand signs, labels, and instructions (job chart, labels in classroom, daily news)
- KR.3.1.2 Select resources on a topic based on personal interest

**Benchmark KR.3.2: Read to perform a task**

**Indicators:**

- KR.3.2.1 Be introduced basic reference tools such as picture dictionaries, maps and globes
- KR.3.2.2 Begin to follow simple written directions using picture cues

**Benchmark KR.3.3: Read for literary experience integrating a Christian worldview**

**Indicators:**

- KR.3.3.1 Be introduced to a variety of genre
- KR.3.3.2 Be introduced to literature with different views of family, friendship, culture and traditions
- KR.3.3.3 Be introduced to multicultural literature

**Benchmark KR.3.4: Develop interests and share reading experiences**

**Indicators:**

- KR.3.4.1 Choose to look at books
- KR.3.4.2 Listen and respond to literature
- KR.3.4.3 Enjoy being read to
- KR.3.4.4 Enjoy books and have favorites
- KR.3.4.5 Pretend to read
- KR.3.4.6 Select favorite authors, subjects, books, and share with others

**Benchmark KR.3.5: Develop reading through technology**

**Indicator:**

- KR.3.5.1 Use basic electronic reference tools (computers)

**Benchmark KR.3.6: Recognize God's character through various written material**

**Indicators:**

- KR.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

# Reading

## KINDERGARTEN

### STANDARD 4

*The student sets goals and evaluates progress to improve reading.*

To meet this standard, the student will:

**Benchmark KR.4.1:** Assess strengths and need for improvement

**Indicator:**

KR.4.1.1 Set reading goals

**Benchmark KR.4.2:** Seek and offer feedback to improve reading

**Indicator:**

KR.4.2.1 Ask for assistance if needed

KR.4.2.2 Respond to teacher feedback

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010

# Writing

## KINDERGARTEN

### STANDARD 1

The student *writes clearly and effectively*.

To meet this standard, the student will:

#### **Benchmark KW.1.1: Ideas, content, and organization**

##### **Indicators:**

- KW.1.1.1 Illustrate ideas with details
- KW.1.1.2 Be introduced to sequence patterns
- KW.1.1.3 Communicate experiences (feelings and personal preferences) in illustrations and orally
- KW.1.1.4 Dictate stories about experiences

#### **Benchmark KW.1.2: Use appropriate voice for audience and purpose**

##### **Indicators:**

- KW.1.2.1 Be introduced to the concept of audience
- KW.1.2.2 Be introduced to literature with a variety of voices (through read alouds)

#### **Benchmark KW.1.3: Use word choice appropriate to the audience and purpose**

##### **Indicators:**

N/A

#### **Benchmark KW.1.4: Use sentence fluency appropriate to the audience and purpose**

##### **Indicators:**

- KW.1.4.1 Be introduced to the concept of a sentence
- KW.1.4.2 Be introduced/listen for rhyme, rhythm and patterns through read alouds

#### **Benchmark KW.1.3: Apply writing conventions**

##### **Indicators:**

- KW.1.3.1 Use drawings for written expression
- KW.1.3.2 Print capital and lower case letters (often will write with only upper case letters)
- KW.1.3.3 Write own name, using appropriate capital and lower case letters
- KW.1.3.4 Begin to use, with some assistance, appropriate conventions of written language (may write a word using one, two or three letters)
- KW.1.3.5 Print from left to right and top to bottom progression
- KW.1.3.6 Write words to accompany drawings or picture
- KW.1.3.7 Copy print from environment
- KW.1.3.8 Manipulate writing and drawing tools effectively (pencil, crayon)
- KW.1.3.9 Be able to answer who, what, when, where, why and how

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010

# Writing

## KINDERGARTEN

### STANDARD 2

*The student writes in a variety of forms for different audiences and purposes.*

To meet this standard, the student will:

**Benchmark KW.2.1: Write for different audiences**

**Indicators:**

- KW.2.1.1 Reinforce the concept of an audience
- KW.2.1.2 Share writing/drawing/scribbling with others
- KW.2.1.3 Be introduced to the concept of publishing through class books, posters, etc.

**Benchmark KW.2.2: Write for different purposes integrating a Christian worldview**

**Indicator:**

- KW.2.2.1 Begin to write/draw for different purposes such as: tell about something, label something, name something, tell what happened, and describe something

**Benchmark KW.2.3: Write in a variety of forms**

**Indicators:**

- KW.2.3.1 Be introduced to various forms of writing through read alouds
- KW.2.3.2 Begin writing using a variety of forms: class books (sentence frames), lists, journals, temporary spelling

**Benchmark KW.2.4: Use technology as a tool in writing**

**Indicators:**

- KW.2.4.1 Use painting and drawing tools
- KW.2.4.2 Use basic word processing

**Benchmark KW.2.5: Understand that God recognizes writing as a powerful tool to influence people**

**Indicators:**

- KW.2.5.1 Integrate Christian world view into a variety of written styles: poems, journals, reports and stories
- KW.2.5.2 Write in a manner consistent with Christian values and world view

# Writing

## KINDERGARTEN

### STANDARD 3

*The student understands and uses the steps of the writing process.*

**To meet this standard, the student will:**

#### **Benchmark KW.3.1: Pre-write**

##### **Indicators:**

- KW.3.1.1 Brainstorm to generate ideas by recalling experiences
- KW.3.1.2 Be introduced to organization and planning of writing through group interactive writing
- KW.3.1.3 Use drawings/scribbles/letters to generate ideas for writing
- KW.3.1.4 Use children's literature as a basis for writing
- KW.3.1.5 Begin to view self as a writer
- KW.3.1.6 Be introduced to six-trait writing terminology through oral language and read alouds

#### **Benchmark KW.3.2: Draft**

##### **Indicator:**

- KW.3.2.1 Use pictures/scribbles/writing to convey a message

#### **Benchmark KW.3.3: Revise**

##### **Indicators:**

- KW.3.3.1 Pretend to read own writing
- KW.3.3.2 Listen while others share writing
- KW.3.3.3 Begin to offer positive feedback on others' writing

#### **Benchmark KW.3.4: Edit**

##### **Indicator:**

- KW.3.4.1 Read back own work

#### **Benchmark KW.3.5: Publish**

##### **Indicators:**

- KW.3.5.1 Publish writing in a variety of ways: posters, cards / notes, class books, and share writing with others
- KW.3.5.2 Discuss own writing

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010



# Communication

## KINDERGARTEN

### STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

**Benchmark KC.1.1: Communicate clearly to a range of audiences for different purposes**

**Indicators:**

- KC.1.1.1 Communicate with teachers and students
- KC.1.1.2 Tell personal stories and retell events
- KC.1.1.3 Be introduced to the concept of an audience

**Benchmark KC.1.2: Develop content and ideas**

**Indicators:**

- KC.1.2.1 Begin to organize content of oral language
- KC.1.2.2 Relate stories to real life experiences
- KC.1.2.3 Describe ideas in concrete terms

**Benchmark KC.1.3: Use effective delivery**

**Indicator:**

- KC.1.3.1 Develop an awareness of social conventions of language such as: speak at an appropriate rate, talk loud enough to be heard, listen to examples of expression through teacher read alouds

**Benchmark KC.1.4: Use effective language and style**

**Indicators:**

- KC.1.4.1 Use complete sentences
- KC.1.4.2 Increase vocabulary
- KC.1.4.3 Use vocabulary taught in class

**Benchmark KC.1.5: Effectively use action, sound, and/or image to support presentation**

**Indicators:**

- KC.1.5.1 Communicate messages through: dramatization, recitation, singing, illustrations
- KC.1.5.2 Learn how to include items in presentation (sharing)

**Benchmark KC.1.6: Analyze and evaluate presentation**

**Indicator:**

- KC.1.6.1 Relate to meaningful experiences

**Benchmark KC.1.7: Demonstrate appropriate communication that is consistent with God's character**

**Indicator:**

- K.C.1.7.1 Speak the truth in love

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

# Communication

## KINDERGARTEN

### STANDARD 2

The student uses *listening and observation skills to gain understanding.*

To meet this standard, the student will:

#### **Benchmark KC.2.1: Focus attention**

##### **Indicators:**

- KC.2.1.1 Be introduced to listening skills: feet on floor, face speaker, eye contact, no distracting movements and learn to listen without interrupting
- KC.2.1.2 Listen and sustain attention for increased periods
- KC.2.1.3 Actively participate during group discussion / activity

#### **Benchmark KC.2.2: Listen and observe**

##### **Indicators:**

- KC.2.2.1 Observe body language
- KC.2.2.2 Begin to observe and listen to concrete details
- KC.2.2.3 Listen and respond to oral instructions
- KC.2.2.4 Make predictions from simple visuals and media
- KC.2.1.5 Listen for a purpose

#### **Benchmark KC.2.3: Check for understanding**

##### **Indicators:**

- KC.2.3.1 Ask questions to gain understanding
- KC.2.3.2 Begin to retell in own words
- KC.2.3.3 Begin to give explanations for concrete situations
- KC.2.3.4 Be introduced to using thinking skills to gain information and or/give opinions

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010

# Communication

## KINDERGARTEN

### STANDARD 3

*The student uses interpersonal communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

**Benchmark KC.3.1:** Use language to interact effectively and responsibly

**Indicators:**

- KC.3.1.1 Begin simple conversation skills: enter in, take turns, respond to others, end a conversation, and wait quietly for turn to talk
- KC.3.1.2 Begin to respect others' feelings and rights

**Benchmark KC.3.2:** Work cooperatively as a member of a group

**Indicators:**

- KC.3.2.1 Learn how to work with a partner or small group
- KC.3.2.2 Take care of routine responsibilities (folder, coat, backpack, etc.)
- KC.3.2.3 Learn how individual choices affect others

**Benchmark KC.3.3:** Seek agreement and solutions through discussion

**Indicators:**

- KC.3.3.1 Learn how to share ideas with others
- KC.3.3.2 Listen to others in a groups
- KC.3.3.3 Learn to accept responsibility for actions

# Communication

## KINDERGARTEN

### STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

**Benchmark KC.4.1.1:** Assess strengths and need for improvement

**Indicator:**

KC.4.1.1 Identify and discuss strategies to improve communication

**Benchmark KC.4.2:** Seek and offer feedback

**Indicators:**

KC.4.2.1 Learn to listen and watch while others speak

KC.4.2.2 Learn how to offer positive feedback to others

KC.4.2.3 Learn how to accept feedback

**Benchmark KC.4.3:** Identify different sources of mass communication

**Indicator:**

KC.4.3.1 Compare and contrast: television, videos, computer, radio, newspaper, signs/posters, telephone

**Benchmark KC.4.4:** Analyze how communication is used in career settings (real life settings)

**Indicator:**

N/A

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010

# Grammar

## KINDERGARTEN

### STANDARD 1

*The student understands the usage and mechanics of grammar*

To meet this standard, the student will:

**Benchmark KG1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.**

**Indicators:**

KG.1.1.1 Begin to identify and use simple punctuation and other writing mechanics

**Benchmark K4G1.2: Understand sentence construction and proper English usage**

**Indicators:**

KG.1.2.1 Use correct sentence structure (nouns, verbs adjectives)

KG.1.2.2 Begin using adjectives when communicating

KG.1.2.3 Introduce adverbs into descriptions

KG.1.2.4 Expand vocabulary with actions words (verbs)

**Benchmark KG1.3: Control structure**

**Indicators:**

KG.1.3.1 Use capital and lower case letters

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010

# Grammar

## KINDERGARTEN

### STANDARD 2

*The student understands and uses grammar conventions*

To meet this standard, the student will:

**Benchmark KG.2.1:** Employ basic conventions

**Indicator:**

KG.2.1.1 Correctly spell age level words (CVC Words)

**Benchmark KG2.2:** Employ basic knowledge of grammar

**Indicator:**

KG.2.2.1 Become more familiar with verb tenses (past and future)

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Kindergarten, Approved January, 2007, Revised June, 2010