

# KINDERGARTEN LANGUAGE ARTS CHECKLIST

## Goals 1 – 5

### Illinois Learning Standards A – C

#### WORD ANALYSIS/VOCABULARY

##### Benchmarks

- \_\_\_\_\_ Understand that pictures and symbols have meaning and that print carries a message.
- \_\_\_\_\_ Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts and viewing pages on left before pages on right).
- \_\_\_\_\_ Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words and left to right).
- \_\_\_\_\_ Demonstrate phonological awareness (i.e., rhymes and alliterations).
- \_\_\_\_\_ Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes and substituting sounds).
- \_\_\_\_\_ Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
- \_\_\_\_\_ Read one syllable and high frequency words.

##### Descriptors

- \_\_\_\_\_ Retell a story pointing to words in a book.
- \_\_\_\_\_ Understand that printed materials provide information.
- \_\_\_\_\_ Identify the front cover, back cover and title page of a book.
- \_\_\_\_\_ Follow words from left to right and from top to bottom on the printed page.
- \_\_\_\_\_ Recognize that sentences in print are made up of separate words.
- \_\_\_\_\_ Distinguish letters from words.
- \_\_\_\_\_ Say rhyming words in response to an oral prompt.
- \_\_\_\_\_ Recognize a series of words that have the same beginning sound
- \_\_\_\_\_ Blend sounds orally to form words.
- \_\_\_\_\_ Segment words heard orally into separate sounds.

\_\_\_\_\_ Orally manipulate phonemes in words by omitting, adding and substituting sounds to form new words (e.g., man, can and Dan).

\_\_\_\_\_ Blend consonant-vowel-consonant sounds aloud to make words.

\_\_\_\_\_ Recognize and name all capital and lowercase letters of the alphabet.

\_\_\_\_\_ Read high frequency words by sight.

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## **UNDERSTANDING AND FLUENCY**

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### **Benchmarks**

\_\_\_\_\_ Make predictions based on cover, title and pictures.

\_\_\_\_\_ Connect text to prior experiences and knowledge.

\_\_\_\_\_ Engage in shared/independent reading of familiar predictable text.

### **Descriptors**

\_\_\_\_\_ Use pictures and text to make predictions about what will happen next.

\_\_\_\_\_ Relate text to personal experiences.

\_\_\_\_\_ Participate in reading familiar text.

\_\_\_\_\_ Read a familiar text independently.

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## **COMPREHENSION**

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### **Benchmarks**

\_\_\_\_\_ Retell information from a story.

\_\_\_\_\_ Respond to simple questions about reading.

\_\_\_\_\_ Compare/contrast a variety of literary works.

\_\_\_\_\_ Demonstrate understanding that different text forms are used for different purposes.

\_\_\_\_\_ Demonstrate understanding of literal meaning of stories by making comments.

### **Descriptors**

\_\_\_\_\_ Dramatize, retell or dictate what has been learned.

\_\_\_\_\_ Respond appropriately to questions about the text.

\_\_\_\_\_ Compare and contrast a variety of literary works (e.g., fiction and non-fiction stories, poetry and nursery rhymes).

\_\_\_\_\_ Recognize the style of various authors/illustrators.

\_\_\_\_\_ Describe the similarities and differences among the multiple versions of the same story.

\_\_\_\_\_ Identify the use of different text forms, such as magazines, notes, lists, letters and storybooks.

## **LITERARY ELEMENTS AND TECHNIQUES**

### **Benchmarks**

\_\_\_\_\_ Understand the structure of a story.

### **Descriptors**

\_\_\_\_\_ Discuss and draw pictures to portray characters, settings and events in stories.

## **READ AND INTERPRET LITERARY WORKS**

### **Benchmarks**

\_\_\_\_\_ Recognize narrative, informational texts and rhymes.

\_\_\_\_\_ Show independent interest in and knowledge about books and reading.

\_\_\_\_\_ Comprehend and respond to fiction and non-fiction.

### **Descriptors**

\_\_\_\_\_ Investigate picture books, nursery rhymes, fairy tales, poems, legends, etc.

\_\_\_\_\_ Take initiative to self-select books.

\_\_\_\_\_ Distinguish between fiction and non-fiction.

## GRAMMAR, SPELLING, PUNCTUATION, CAPITALIZATION AND STRUCTURE

### Benchmarks

\_\_\_\_\_ Write upper and lowercase letters.

\_\_\_\_\_ Write words based on how they sound, using initial consonants and some ending sounds.

\_\_\_\_\_ Begin to write simple sentences.

### Descriptors

\_\_\_\_\_ Write first and last name using correct upper and lowercase letters.

\_\_\_\_\_ Use developmental spelling to construct words.

\_\_\_\_\_ Use developmental spelling to construct sentences of three or more words.

\_\_\_\_\_ Experiment with basic components of writing (e.g., capital letters, punctuation and directionality).

## WELL-ORGANIZED COHERENT WRITING

### Benchmarks

\_\_\_\_\_ Represent stories through pictures, dictations, written words and play.

### Descriptors

\_\_\_\_\_ Use various approaches to write a story (e.g., pictures, scribbles and letter approximations).

\_\_\_\_\_ Attempt to write text that is related to the picture.

## COMMUNICATE IDEAS

### Benchmarks

\_\_\_\_\_ Use drawing and writing to convey meaning and provide information.

### Descriptors

\_\_\_\_\_ Experiment with different forms of writing (e.g., lists, notes, stories and letters).

## **LISTEN EFFECTIVELY**

### **Benchmarks**

- \_\_\_\_\_ Listen attentively to stories read aloud.
- \_\_\_\_\_ Follow 2-3 step directions accurately.
- \_\_\_\_\_ Respond appropriately to information and ideas conveyed orally.

### **Descriptors**

- \_\_\_\_\_ Show interest in listening to and discussing storybooks.
- \_\_\_\_\_ Ask and answer questions related to the story or topic.
- \_\_\_\_\_ Complete a two-to-three step task based on oral instruction.
- \_\_\_\_\_ Relate response to personal experiences.
- \_\_\_\_\_ Make statements related to the discussion topic, as appropriate.

## **SPEAK EFFECTIVELY**

### **Benchmarks**

- \_\_\_\_\_ Use language to communicate needs and wants.
- \_\_\_\_\_ Use expanded language and vocabulary for a variety of purposes.
- \_\_\_\_\_ Explain past events with accurate detail.

### **Descriptors**

- \_\_\_\_\_ Recall recent events.
- \_\_\_\_\_ Relay needs with appropriate language.
- \_\_\_\_\_ Respond using complete sentences.
- \_\_\_\_\_ Attempt to use new vocabulary.
- \_\_\_\_\_ Convey events in a logical order.

## **PROBLEM SOLVING AND COMMUNICATING IDEAS**

### **Benchmarks**

\_\_\_\_\_ Seek answers to questions through active exploration.

### **Descriptors**

\_\_\_\_\_ Begin to brainstorm to gather information.

\_\_\_\_\_ Discuss prior knowledge of topic.

\_\_\_\_\_ Use learning aids (e.g., KWL, webs, graphic organizers and technology).

## **ANALYZE AND EVALUATE INFORMATION**

### **Benchmarks**

\_\_\_\_\_ Relate prior knowledge to new information.

### **Descriptors**

\_\_\_\_\_ Relate what is heard in books or classroom discussions to personal experiences.

## **CONCEPTS AND IDEAS**

### **Benchmarks**

\_\_\_\_\_ Use discussion, drawing, writing or other means to communicate new information learned.

### **Descriptors**

\_\_\_\_\_ Communicate information through graphic aids or developmental writing.

\_\_\_\_\_ Maintain focus when communicating ideas.