

Scope and Sequence

Subject:	Language Arts			
Grade Level:	Kindergarten			
Grading Period	BP/TN Standard	Textbook Alignment/Resources	Instructional Length	Level of Learning
First Nine Weeks	Expand oral language through vocabulary instruction and experiences	Scott Foresman/Mountain Language	Ongoing	Introduced
	Speak clearly, properly, and politely	Scott Foresman	Ongoing	Introduced
	Begins to use rules for conversation	Scott Foresman	Ongoing	Introduced
	Participates in group discussion	Scott Foresman/Mountain Language	Ongoing	Introduced
	Participates in creative responses to text	Scott Foresman/Mountain Language	Ongoing	Introduced
	Asks and responds to questions from teacher and other group members	Scott Foresman/Mountain Language	Ongoing	Introduced
	Identify front and back cover of a book	Scott Foresman	First Nine Weeks	Introduced
	Make predictions about a story	Scott Foresman/Mountain Language	First Nine Weeks	Introduced
	Recognizes a purpose for listening	Scott Foresman	First Nine Weeks	Introduced
	Relate background knowledge to make meaning from text	Scott Foresman/Mountain Language	First Nine Weeks	Introduced
	Read some words by sight	Scott Foresman/Mountain Language	Ongoing	Introduced

	Begin to use word families and word walls	Scott Foresman	Ongoing	Introduced
	Participate in shared reading	Scott Foresman	Ongoing	Introduced
	Listen attentively to speaker for specific information	Scott Foresman/Mountain Language	Ongoing	Introduced
	Use appropriate listening skills	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Pretend read from left to right, top to bottom, and front to back as well as hold a book upright and turn pages	Scott Foresman and Saxon Phonics and DIBELS	Ongoing	Introduced
	Understands that a phoneme is one distinct sound	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Distinguish letters from words	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Segment one-syllable words into individual sounds and blend the sounds into whole words	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Recognize and produce rhyming words	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Recognize words that have same beginning and ending sounds	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Recognize a purpose for listening	Scott Foresman/Mountain Language	First Nine Weeks	Introduced

	Recognize the family and community as resources for information	Scott Foresman	First Nine Weeks	Introduced
	Use letter sound matches to decode simple words	Scott Foresman/Mountain Language	Ongoing	Introduced
	Participate in teacher - led experience stories	Scott Foresman	Ongoing	Introduced
	Participates in the creation of experience stories	Scott Foresman	Ongoing	Introduced
	Use repetitive text to reenact or retell stories	Scott Foresman/Mountain Language	Ongoing	Introduced
	Use correct grammatical constructions in own speech	Scott Foresman	Ongoing	Introduced
	Listen and respond to a variety of media	Scott Foresman/Mountain Language	Ongoing	Introduced
	Recognize a variety of print sources	Scott Foresman/Mountain Language	Ongoing	Introduced
	Recognize sources of information	Scott Foresman	Ongoing	Introduced
	Recognize that printed materials provide information	Scott Foresman	Ongoing	Introduced
	Participates in discussions	Scott Foresman/Mountain Language	Ongoing	Introduced

	Share storybooks, poems, and environmental print	Scott Foresman/Mountain Language	Ongoing	Introduced
	Identify labels, logos, and signs in the environment	Scott Foresman/Label the room	Ongoing	Introduced
	Understands that print has meaning	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Read and explain own writing and drawings	Scott Foresman	Ongoing	Introduced
	Use illustrations to preview a story or poem	Scott Foresman	Ongoing	Introduced
	Build vocabulary by listening to literature and participating in discussions	Scott Foresman/Mountain Language	Ongoing	Introduced
	Build vocabulary by experiencing a wide range of types of stories	Scott Foresman	Ongoing	Introduced
	Connect life experiences to a story or poem	Scott Foresman	Ongoing	Introduced
	Explore a variety of types of books and literary materials	Scott Foresman	Ongoing	Introduced
	View various media types	Scott Foresman	Ongoing	Introduced
	Identify favorite stories	Scott Foresman	Ongoing	Introduced
	Brainstorm ideas with teacher and peers	Scott Foresman/Mountain Language	Ongoing	Introduced

	Draw pictures to generate ideas	Scott Foresman	Ongoing	Introduced
	Use a variety of sources to gather information	Scott Foresman	Ongoing	Introduced
	Participate in teacher - led experience stories/writing	Scott Foresman	Ongoing	Introduced
	Write to acquire and exhibit knowledge	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Compose a variety of written works	Scott Foresman	Ongoing	Introduced
	Maintain with teacher assistance examples of writing and drawings that express opinions and judgements	Scott Foresman	Ongoing	Introduced
	Illustrate and/or write in journals	Scott Foresman	Ongoing	Introduced
	Form legible upper and lower case letters	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Use appropriate capitalization when writing names	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Recognize ending punctuation marks for statements and questions	Scott Foresman	Ongoing	Introduced
	Recognize capitalization at the beginning of sentences	Scott Foresman	Ongoing	Introduced

	Read for a variety of purposes	Scott Foresman/Mountain Language	Ongoing	Introduced
	Follow simple, two step oral directions	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
Second	Use familiar texts for recitations	Scott Foresman/Mountain Language	Ongoing	Introduced
	Use sound stretching of one syllable words to identify each phoneme	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Use sound blending of each separately spoken phoneme to make meaningful word	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Understand words are made up of one or more syllables	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Understand that as letters of words change, so do the sounds	Scott Foresman/ Saxon Phonics/Mountain Language	Ongoing	Introduced
	Read simple texts containing familiar letter/sounds correspondences and high frequency words	Scott Foresman	Ongoing	Introduced
	Recite familiar poems	Scott Foresman/Mountain Language	Second Nine Weeks	Introduced
	Ask questions about the text	Scott Foresman	Ongoing	Introduced
	Use complete and coherent simple sentences when speaking	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced

	Use logical words and appropriate word order to complete sentences or to respond to questions	Scott Foresman	Ongoing	Introduced
	Use correct verb and verb tense in sentences when speaking	Scott Foresman	Ongoing	Introduced
	Begin to understand that the sequence of letters in a written word represents the sequence of sound in a spoken word	Scott Foresman/Saxon Phonics/Mountain Language	Ongoing	Introduced
	Create mental pictures of the story	Scott Foresman	Ongoing	Introduced
	Recognize that intonation and volume of voice assist with meaning	Scott Foresman	Ongoing	Introduced
	Participate in the creation of experience stories	Scott Foresman	Ongoing	Introduced
	Write, when given time, place, and materials	Scott Foresman	Ongoing	Introduced
	Create a drawing, picture, sign, or other graphic symbols to respond to literature	Scott Foresman	Ongoing	Introduced

	Write consonant - vowel - consonant words with teacher assistance	Scott Foresman/Saxon Phonics	Ongoing	Introduced
Third	Give simple, two step oral directions	Scott Foresman/Saxon Phonics/Mountain Language	Third Nine Weeks	Introduced
	Recall two to three events in order	Scott Foresman/Mountain Language	Third Nine Weeks	Introduced
	Visit libraries and regularly check out materials	Special Areas	Ongoing	Introduced
	Retell stories using illustrations	Scott Foresman	Ongoing	Introduced
	Dictates stories	Scott Foresman	Ongoing	Introduced
	Dictate a new ending to a story	Scott Foresman	Ongoing	Introduced
	Participate in the creation of graphic organizers	Scott Foresman	Ongoing	Introduced
	Use pictures to discuss the main idea	Scott Foresman/Mountain Language	Ongoing	Introduced
	Use a picture dictionary to determine word meaning		Ongoing	Introduced
	Predict what will happen next as the story is shared	Scott Foresman	Ongoing	Introduced
	Recall the story in own words	Scott Foresman	Ongoing	Introduced
	Draw conclusions based on the evidence in the story	Scott Foresman	Ongoing	Introduced

	Use common illustrations to gain meaning from text	Scott Foresman	Ongoing	Introduced
	Put in time order the events in a story	Scott Foresman	Ongoing	Introduced
	Construct graphic organizers	Scott Foresman	Ongoing	Introduced
	Pause voluntarily in the midst of writing to interpret what has been written	Scott Foresman	Ongoing	Introduced
	Share orally completed work	Scott Foresman	Ongoing	Introduced
	Discuss and react to writing	Scott Foresman	Ongoing	Introduced
	Add descriptive words and details	Scott Foresman	Ongoing	Introduced
	Incorporate illustrations and/or photographs	Scott Foresman	Ongoing	Introduced
	Express thoughts, feelings, and experiences through illustrations, dictation, or writing	Scott Foresman	Ongoing	Introduced
	Review personal collection to determine progress	Scott Foresman/Portfolios	Ongoing	Introduced
	Self correct works in progress	Scott Foresman	Ongoing	Introduced

	Represent spoken language with illustrations and temporary and/or conventional spelling	Scott Foresman	Ongoing	Introduced
	Participate in shared writing about social studies, science, the arts, and various classroom activities	Scott Foresman	Ongoing	Introduced
	Participate in shared writing about math	Scott Foresman	Ongoing	Introduced
	Write friendly notes using temporary/conventional spelling or with teacher assistance	Scott Foresman	Ongoing	Introduced
	Dictate stories	Scott Foresman	Ongoing	Introduced
	Write from left to right and top to bottom	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Trace and reproduce letters and words correctly	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names	Scott Foresman/Saxon Phonics	Ongoing	Introduced

	Spell own first and last name	Scott Foresman/Saxon Phonics	Ongoing	Introduced
Fourth	Dramatize, retell, and dictate what has been learned	Scott Foresman	Ongoing	Introduced
	Understand that the way that a word is pronounced can affect its meaning	Scott Foresman	Ongoing	Introduced
	Read as "an emergent reader" a favorite story with meaning and phrasing	Scott Foresman/Saxon Phonics	Ongoing	Introduced
	Use a simple rubric to evaluate own writing/pictures and group work	Scott Foresman	Ongoing	Introduced
	Make use of technology to publish writing	Scott Foresman	Ongoing	Introduced
	Write to entertain and inform	Scott Foresman	Ongoing	Introduced

Benchmark Assessments

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Dibels – Beginning	Progress Report	Dibels - Middle	Dibels - End
Book and Print Awareness	Book and Print Awareness	Book and Print Awareness	Book and Print Awareness
SF Rhyming	SF Rhyming	SF Rhyming	SF Rhyming
SF Letter Recognizing		SF Letter Recognizing	SF Letter Recognizing
SF Listening Comprehension 1	SF Listening Comprehension 2	SF Listening Comprehension 3 or 4	SF Listening Comprehension 5 or 6
Progress Report	Progress Report	Progress Report	Progress Report