

# Sudan I.S.D. Benchmark Targets / Kindergarten

## ASSURANCES

### **By the end of Kindergarten, the student will:**

1. Respond appropriately by speaking in complete sentences with correct grammar.
2. Identify and produce rhymes, identify alliteration, segment sentences, blend and segment syllables, blend and segment onset-rime, identify and isolate initial and final sounds, and blend and segment individual phonemes.
3. Recognize and identify all capital and lowercase letters.
4. Identify and produce letter sound relationships with a minimum of 90% accuracy.
5. Read cvc words.
6. Read all sight words listed in the benchmark targets with 90% accuracy.
7. Write complete sentences.

- *Language Arts materials will be grade level appropriate.*
- *Upon completion of Grade K, a student will be reading fluently at a minimum of a K.9 level.*

## CONTINUUM OF LEARNING

- **The skills listed in the continuum of learning will be introduced the first six weeks.**
- **The continuum of learning skills will be reinforced and extended throughout the year.**

## LISTENING/SPEAKING

The student will:

- C1 Determine the purposes for listening: to get information, to solve problems, to enjoy, to appreciate. *K.1A, K.9B Introduce, Develop*
- C2 Respond appropriately and courteously to directions and questions. *K.1B Introduce, Develop, Master*
- C3 Follow oral directions (3 steps). *K.1B Introduce, Develop, Master*
- C4 Listen critically to interpret and evaluate spoken language. *K.1D Introduce, Develop*
- C5 Listen responsively to stories and other text read aloud. *K.1E, K.10A Introduce, Develop, Master*
- C6 Participate in oral language activities such as rhymes, songs, alliteration and discussions. *K.1C Introduce, Develop*
- C7 Communicate using appropriate volume and rate considering the audience, occasion and purpose. *K.3A Introduce, Develop*
- C8 Use verbal and non-verbal communication in effective ways such as: when engaging an audience, relating experiences and disagreeing. *K.3B Introduce, Develop*
- C9 Ask and answer relevant questions in correct, complete sentences and make

contributions to group discussions. *K.3C, K.3E Introduce, Develop*  
C10 Understand the vocabulary of school. *K.4A Introduce, Develop, Master*  
C11 Use vocabulary to clearly describe ideas, feelings and experiences. *K.4B Introduce, Develop*  
C12 Describe and support spoken messages using appropriate props such as objects, pictures or charts. *K.4C, K.10D Introduce, Develop*  
C13 Summarize a spoken message. *K.4D Introduce, Develop*

### **READING/PRINT AWARENESS**

The student will:

C14 Know that print moves from left to right, across the page, and top to bottom. *K.5B (TPRI) Introduce, Develop*  
C15 Understand that written words are separated by spaces. *K.5C (TPRI) Introduce, Develop*  
C16 Show a word in text. *K.5C (TPRI) Introduce, Develop, Master*  
C17 Show a letter in text. *K.5D (TPRI) Introduce, Develop, Master*  
C18 Show a capital letter in text. *K.5D (TPRI) Introduce, Develop, Master*  
C19 Recognize how capitalization and punctuation help readers. *K.5F Introduce, Develop*  
C20 Show where a sentence begins and ends in texts. *K.5F (TPRI) Introduce, Develop, Master*  
C21 Understand that spoken words are represented in written language by a specific sequence of letters. *K.5G (TPRI) Introduce, Develop, Master*  
C22 Recognize parts of a book – cover, title, author, illustrator, title page, table of contents. *K.5H, K.11E Introduce, Develop*

### **READING/LETTER-SOUND RELATIONSHIPS**

The student will:

C23 Understand that written words are composed of letters that represent sounds. *K.7B (TPRI) Introduce, Develop, Master*

### **READING/VOCABULARY DEVELOPMENT**

The student will:

C24 Use meaningful and concrete experiences to develop new vocabulary. *K.8A Introduce, Develop*  
C25 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. *K.8B Introduce, Develop*  
C26 Recognize that words may have common parts that help determine meaning (example: triangle/tricycle, octagon/octopus, or living/nonliving). *TAKS R 3.1 Introduce, Develop*

### **READING/COMPREHENSION**

The student will:

C27 Use prior knowledge to anticipate meaning and make sense of texts. *K.9 Introduce, Develop*

C28 Predict what will happen next in a story. *K.9A/TAKS R 3.4 Introduce, Develop*  
C29 Explain cause and effect in texts read aloud. *TAKS R 3.4 Introduce, Develop*  
C30 Establish a purpose for reading, such as following directions, entertainment or information. *K.9B (TPRI) Introduce, Develop*

### **READING/LITERARY RESPONSE**

The student will:

C31 Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. *K.10B Introduce, Develop*

C32 Respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding and interpretation. *K.10C, K.3D Introduce, Develop*

C33 Describe how illustrations contribute to the text. *K.10D Introduce, Develop*

### **READING/TEXT STRUCTURES/RESEARCH**

The student will:

C34 Understand a variety of texts by recognizing and distinguishing among different forms of texts and their functions (lists, newsletters, signs, stories, poems, fiction, non-fiction and information books). *K.11A, K.11D/TAKS R 3.4 Introduce, Develop*

### **READING/INQUIRY/RESEARCH**

The student will:

C35 Use pictures, print and people to gather information, generate relevant questions and answer questions. *K.12A,B Introduce, Develop*

### **READING/CULTURE**

The student will:

C36 Read or listen to increase knowledge of one's culture, the culture of others and compare cultures. *K.13A, K.13B, K.2A, K.2B Introduce, Develop*

### **WRITING**

The student will:

C37 Gain increasing control of penmanship such as pencil grip, paper position and beginning stroke. *K.14E/TAKS W 4.1 Introduce, Develop, Master*

C38 Write known letters. *K.14B Introduce, Develop, Master*

C39 Write known words. *K.14A Introduce, Develop*

C40 Write from left to right across the page and top to bottom. *K.14D Introduce, Develop*

C41 Incorporate print into his/her drawings or make lists to show connections among ideas. *K.16B Introduce, Develop*

C42 Record knowledge of a topic in various ways such as drawing pictures, making lists and showing connections among ideas. *K.16B Introduce, Develop*

C43 Participate in group writing (shared/interactive writing, language experience charts, dictated stories, group charts, labels, lists, notes, captions and questions for investigating). *K.15A, K.15B, K.16A Introduce, Develop*

C44 Generate ideas before writing for self-selected topics or assigned tasks. *K.15C, K.15D, K.15E Introduce, Develop*

C45 Use available technology for individual writing. *K.15F Introduce, Develop*

C46 Write independently using phonological knowledge, mapping sounds to known symbols (journals, labels, stories, lists, notes, captions, responses to text and questions for investigating). *K.14C, K.15B, K.15C, K.16A, K.16B Introduce, Develop*

## **Language Arts – First Six Weeks**

### **HIGH FREQUENCY WORDS**

a got me

I can

• *After a skill is initially presented at a grade level, it is necessary to continuously reinforce and extend that skill, when appropriate, throughout that grade level to ensure mastery.*

### **READING/PRINT AWARENESS**

The student will:

1. Recognize that print represents spoken language (students' names, environmental print). *K.5A (TPRI) Introduce, Develop*
2. Read high frequency words for the six weeks. *K.5G Introduce, Develop, Master*

### **READING/PHONOLOGICAL AWARENESS**

The student will:

3. Segment sentences (count words in a sentence). *K.6A Introduce, Develop*
4. Identify, segment and combine syllables in words. *K.6B Introduce, Develop*
5. Listen for rhyming words in context (jingles, nursery rhymes, poems, songs and stories). *K.6C (TPRI) Introduce, Develop*
6. Identify and isolate initial sound of a spoken word. *K.6D (TPRI) Introduce, Develop*

### **READING/LETTER-SOUND RELATIONSHIPS**

The student will:

7. Identify capital and lowercase letter names of the six weeks. Ll Oo Gg Hh Tt Pp  
*K.7A, K.5E (TPRI) Introduce, Develop, Master*
8. Produce letter sound associations for letters of the six weeks *K.7B (TPRI) Introduce, Develop, Master*

### **WRITING**

The student will:

9. Copy his/her first name. (Capitalize appropriate letters.) *K.14A Introduce, Develop*
- Address All Continuum of Learning Benchmark Targets**

## Language Arts – Second Six Weeks

### HIGH FREQUENCY WORDS

big at end\* am him  
of\* in it stop  
as has his is  
run to\* come\* the\*  
have\* and you little

\* indicates sight words

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### READING/PRINT AWARENESS

The student will:

10. Read simple sentences from left to right and top to bottom. *K.5B Introduce, Develop*
11. Read high frequency words for the six weeks. *K.5G Introduce, Develop, Master*

### READING/PHONOLOGICAL AWARENESS

The student will:

12. Segment sentences (count words in a sentence). *K.6A Develop*
13. Identify, segment and combine syllables in words. *K.6B Develop*
14. Distinguish rhyming words from non-rhyming words. *K.6C (TPRI) Introduce, Develop, Master*
15. Identify and isolate the final sound of a spoken word. *K.6D (TPRI) Introduce, Develop*
16. Blend and segment onsets-rimes. *K.6E (TPRI) Introduce, Develop*
17. Delete initial sounds in a word. *K.6F (TPRI) Introduce, Develop*

### READING/LETTER-SOUND RELATIONSHIPS

The student will:

18. Identify capital and lowercase letter names of the six weeks. **.Aa Nn Mm Ii Ss Ff**  
*K.7A, K.5E (TPRI) Introduce, Develop, Master*
19. Produce letter sound associations for the six weeks letters. *K.7C (TPRI) Introduce, Develop, Master*
20. Read word families using the short vowel /a/ (examples: \_ap, \_ad). *K.7C Introduce, Develop*
21. Decode and read consonant vowel consonant (cvc) words. *K.7C Introduce, Develop*

## **READING COMPREHENSION**

The student will:

22. Retell stories (beginning, middle, end). *K.9C, K.11B/TAKS R 3.1, 3 Introduce, Develop*

23. Recall stated facts and details from a story (explicit comprehension). *(TPRI) Introduce, Develop*

## **WRITING**

The student will:

24. Write his/her first name. (Capitalize appropriate letters.) *K.14A Develop, Master*

25. Copy last name. (Capitalize appropriate letters.) *K.14A Introduce, Develop*

**Address All Continuum of Learning Benchmark Targets**

## Language Arts – Third Six Weeks

### **HIGH FREQUENCY WORDS**

ran ask from big but  
run up us four\*  
get in my\* not play\*

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### **READING/PRINT AWARENESS**

The student will:

26. Read high frequency words for the six weeks. *K.5G Introduce, Develop, Master*

### **READING/PHONOLOGICAL AWARENESS**

The student will:

27. Produce rhyming words. *K.6C (TPRI) Master*

28. Delete initial sounds in words. *K.6D (TPRI) Introduce, Develop*

29. Identify words with same initial sound (alliteration). *K.6D Develop*

30. Delete final sounds in words. *K.6D (TPRI) Introduce, Develop*

31. Blend and segment on-set rime. *K.6E (TPRI) Develop*

32. Blend and segment phonemes. *K.6E (TPRI) Introduce, Develop*

## READING/LETTER-SOUND RELATIONSHIPS

The student will:

33. Identify capital and lowercase letter names of the six weeks. **.Rr Kk Bb Uu Zz**

*K.7A (TPRI) Introduce, Develop, Master*

34. Produce letter sound association for the six weeks. *K.7B (TPRI) Introduce, Develop, Master*

35. Read word families using short vowels /o/ and /e/ (examples: *\_ot, \_et*). *K.7C*

*Introduce,*

*Develop*

36. Decode and read consonant vowel consonant (cvc) words. *K.7C Develop*

## READING COMPREHENSION

The student will:

37. Retell stories (beginning, middle, end). *K.9C, K.11B/TAKS R 3.1, 3 Develop*

38. Recall stated facts and details from a story (explicit comprehension). *(TPRI)*

*Develop*

39. Retell or act out the order of events in stories. *K.9C/TAKS R 3.1, 3 Introduce,*

*Develop*

## WRITING

The student will:

40. Write his/her first and last name. (Capitalize appropriate letters for both names.)

*K.14A Develop, Master*

**Address All Continuum of Learning Benchmark Targets**

## Language Arts – Fourth Six Weeks

### HIGH FREQUENCY WORDS

help here\* red said\* will have\*

help can cat cut had do\*

here into\* best get help jump

red let set tell ten yes

what one\* you\* and did your\*

\*indicates sight words

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## READING/PRINT AWARENESS

The student will:

41. Read high frequency words for the six weeks. *K.5G Introduce, Develop, Master*

## **READING/PHONOLOGICAL AWARENESS**

The student will:

- 42. Delete initial sounds. *K.6D (TPRI) Develop*
- 43. Delete final sounds in words. *K.6D (TPRI) Develop*
- 44. Blend and segment phonemes. *K.6E, K.6F (TPRI) Develop*

## **READING/LETTER-SOUND RELATIONSHIPS**

The student will:

- 45. Identify capital and lower case letter names for the six weeks. **Cc Ee Yy Dd Vv Jj**  
*K.7A Introduce, Develop, Master*
- 46. Produce letter sound associations of letters for the six weeks. *K.7B (TPRI) Introduce, Develop, Master*
- 47. Read word families using short vowels /i/ and /u/ (examples: \_it, \_ip, \_un). *K.7C Introduce, Develop*
- 48. Decode and read consonant vowel consonant (cvc) words. *K.7C Develop, Master*

## **READING/VOCABULARY DEVELOPMENT**

The student will:

- 49. Recognize words that name persons, places or things (nouns). *K.8C Introduce, Develop*
- 50. Identify opposites (antonyms). *TAKS R 3.1 Introduce, Develop*

## **READING/TEXT STRUCTURE/LITERARY CONCEPTS**

The student will:

- 51. Identify and analyze the setting and characters of a story. *K.11B/TAKS R 3.3 Introduce, Develop*

## **READING COMPREHENSION**

The student will:

- 52. Retell or act out the order of events in stories. *K.9C/TAKS R. 3.1, 3 Develop, Master*
- 53. Make and explain inferences and draw reasonable conclusions supported by text read aloud (implicit comprehension). *K.12C/TAKS R 3.4 (TPRI) Introduce, Develop*
- 54. Practice telling what a story is mostly about (main idea). *12C/TAKS R 3.4 Introduce, Develop*

## **WRITING**

The student will:

- 55. Write in complete sentences (a complete thought, capital letter at beginning, correct spacing, punctuation at end and developmental spelling is appropriate). *TAKS W 4.1 Introduce, Develop*

**Address All Continuum of Learning Benchmark Targets**

## Language Arts – Fifth Six Weeks

### HIGH FREQUENCY WORDS

that\* six well love\* went  
find\* will win was\* be  
for go he me no  
so we my\* black two\*  
it she when\* where\* on  
on up

\* indicates sight words

• *After a skill is initially presented at a grade level, it is necessary to continuously reinforce and extend that skill, when appropriate, throughout that grade level to ensure mastery.*

### READING/PRINT AWARENESS

The student will:

56. Read high frequency words for the six weeks. *K.5G Introduce, Develop, Master*

### READING/PHONOLOGICAL AWARENESS

The student will:

57. Delete initial sounds. *K.6D (TPRI) Develop*

58. Delete final sounds in words. *K.6D (TPRI) Develop*

59. Blend and segment phonemes. *K.6E, K.6F (TPRI) Develop*

### READING/LETTER-SOUND RELATIONSHIPS

The student will:

60. Identify capital and lower case letter names and digraphs for the six weeks.

**Xx Ww Qq V → ck sh**

*K.5E, K.7A (TPRI) Introduce, Develop, Master*

61. Produce letter sound association of letters and digraphs for the six weeks. *K.7B (TPRI) Introduce, Develop, Master*

62. Decode and read consonant vowel consonant (cvc) words. *K.7C Develop*

### READING/VOCABULARY DEVELOPMENT

The student will:

63. Recognize words that name actions (verbs). *K.8C Introduce, Develop*

## **READING/TEXT STRUCTURE/LITERARY CONCEPTS**

The student will:

64. Identify the elements of a story; setting, characters, problem, solution. *K.11B/TAKS R 3.3 Introduce, Develop*
65. Draw reasonable conclusions supported by text read aloud (implicit comprehension). *K.12C/TAKS R 3.4 (TPRI) Introduce, Develop*
66. Tell what a story is mostly about (main idea). *TAKS R 3.4 Introduce, Develop*

## **WRITING**

The student will

67. Write to record ideas and reflections (experiences, lists, stories, recipes, response to text, etc.). *K.15C/TAKS W 4.1 Introduce, Develop*
68. Produce a complete sentence (a complete thought, capital letter at beginning, correct spacing, punctuation at end and developmental spelling is appropriate). *TAKS W 4.1 Introduce, Develop*

**Address All Continuum of Learning Benchmark Targets**

## **Language Arts – Sixth Six Weeks**

### **HIGH FREQUENCY/VOCABULARY**

away*	than	that	them	then	this
blue*	with	they*	who*	look	ate
do*	came	made	make	more	come*
five	like	nine	time	use	yellow*
to*	here	these	see	three*	green*
for	or	her	are*	eight*	number

\* indicates sight words

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### **READING/PRINT AWARENESS**

The student will:

69. Read simple sentences from left to right and top to bottom. *K.5B Develop*
70. Read high frequency words for the six weeks. *K.5G Introduce, Develop, Master*
71. Read high frequency words for the year. *K.5G Master*

### **READING/PHONOLOGICAL AWARENESS**

The student will:

72. Delete initial sounds in words. *K.6D (TPRI) Develop*
73. Delete final sounds in words. *K.6D (TPRI) Develop*
74. Blend and segment phonemes. *K.6E, K.6F (TPRI) Master*

## **READING/LETTER SOUND RELATIONSHIPS**

The student will:

75. Identify all capital and lowercase letter names and digraphs.

**th oo v-e ch/ee ar/or/er vc | cv**

*K.7A (TPRI) Master*

76. Produce letter sound association for all letters and digraphs. *K.7B (TPRI) Master*

77. Decode and read consonant vowel consonant words. *K.7C Master*

## **READING/TEXT STRUCTURE/LITERARY CONCEPTS**

The student will:

78. Make, explain and draw reasonable inferences and conclusions from text read aloud (implicit comprehension). *K12.C/TAKS R 3.4 (TPRI) Develop*

79. Tell what a story is mostly about (main idea). *TAKS R. 3.4 Develop*

## **WRITING**

The student will

80. Write to record ideas and reflections (experiences, lists, stories, recipes, response to text, etc.). *K.15C Develop*

81. Write in complete sentences (a complete thought, capital letter at beginning, correct spacing, punctuation at end and developmental spelling is appropriate). *TAKS W 4.1*

*Introduce, Develop*

**Address All Continuum of Learning Benchmark Targets**