

Students are expected to:

- E. Identify and apply letter sounds.
- F. Recognize some high frequency words in and out of context (such as color words and words from signs, labels, and logos).
- G. Recognize word patterns (such as -at, -ed, -it).
- H. Recognize own name in print.

Performance Skill:

Respond to a Variety of Literature

Listening to books read aloud and talking about them introduces children to the pleasures and benefits of reading. Classroom libraries offer children daily access to a variety of reading materials which expand children's understanding of the world around them.

Students are expected to:

- A. Respond to a variety of literature (such as fiction, non-fiction, poetry, and songs).
- B. Recognize cultural differences and similarities in literature.

Performance Skill:

Apply Writing Strategies

As children begin to understand that writing communicates their thoughts to someone else, they become interested in being able to produce words, even if they are not yet able to write and spell conventionally. In kindergarten, children write regularly in their journals in order to help them view themselves as writers and to view writing as a powerful way to communicate with others.

Students are expected to:

- A. Show willingness to write.
- B. Write first and last name.
- C. Copy names and familiar words.
- D. Use beginning and ending sounds to make words.
- E. Form most letters legibly.

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If you have any questions, please feel free to contact your child's teacher.

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Galesburg Kindergarten Academic Expectations for Language Arts



The teachers and administrators who work with kindergarten students have developed a very specific curriculum for Language Arts. Assisted by consultants, our educators have specifically identified what kindergarten students are expected to know and be able to do in the area of Language Arts at the end of kindergarten. This curriculum has been named Kindergarten Academic Expectations. It defines each of the Performance Skills on the Kindergarten Report Card.

Language Arts

The Language Arts Performance Skills on the elementary report card identify the skills that good readers and writers must have. The Academic Expectations define what kindergarten students must know and be able to do in reading and writing.

Performance Skill:

Listen and Speak in a Variety of Situations

Children learn a great deal about the world, themselves, and others from spoken language. Language experiences are central to children's developing abilities in all of the language arts (listening, speaking, reading, and writing). Through discussions, songs, chants, finger plays, and games, kindergarteners further develop their abilities as speakers and listeners.

Students are expected to:

- A. Express ideas clearly (such as use complete sentences, ask questions, and make appropriate responses).
- B. Listen attentively and actively (such as listen to others for information and follow directions).
- C. Use language to share ideas, needs, and feelings.
- D. Increase vocabulary.
- E. Recognize and create rhyming words.
- F. Blend spoken sounds into words (such as saying the word cat after hearing the sounds c - a - t).
- G. Divide spoken words into sounds. (Students expected to be at "Beginning" Level at end of Kindergarten.)

Performance Skill: Choose to Interact with Print Material

Kindergarten classrooms are literacy-rich environments that invite children to engage in regular and active interactions with print. As children become more familiar with books, they independently begin to explore the wealth of information and pleasure that books provide. This interest and exploration is essential in learning how to read and write.

Students are expected to:

- A. Express positive attitudes toward reading.
- B. Choose to look at books.
- C. Take risks with print.
- D. Listen attentively to stories.
- E. View selves as readers.
- F. Choose to write and draw.

Performance Skill:

Understand Print Concepts

In kindergarten classrooms, children experience the joy and power associated with reading and writing while mastering basic concepts about print that serve as the foundation for later learning. Children's understanding of the purposes and functions of written language is necessary to their motivation for learning to read and write.

Students are expected to:

- A. Demonstrate directionality of print (such as left to right, top to bottom).
- B. Match spoken words with written words using familiar material.

Students are expected to (Continued):

- C. Recognize parts of a book (such as front and back).
- D. Identify an example of a letter, a word, and a sentence.
- E. Understand instructional language (such as word, letter, sound, beginning, ending, and rhyme).
- F. Recognize that books have titles, authors, and illustrators.
- G. Identify and know the use of a period and question mark.
- H. Identify capital and lower case letters.

Performance Skill:

Get Meaning from Print

To become readers, children must understand that reading involves constructing meaning from books and other print materials. In kindergarten classrooms, children are encouraged to talk about reading and writing experiences. Listening to a wide variety of fiction and non-fiction books and retelling familiar stories supports children's involvement in the reading process.

Students are expected to:

- A. Participate in story discussions (such as retell, make predictions, and draw conclusions).
- B. Relate stories to own experiences.
- C. Use a variety of print materials (such as books, magazines, and computers) to gather information.
- D. Reread familiar material.