

**Kindergarten
Language Arts Curriculum Tracking**

Teacher _____

Date _____

Reading

- ___ All letters of the alphabet (upper/lower-case letters)
- ___ Printed word represents spoken language
- ___ Sound-symbol relationship
- ___ Consonant sounds
- ___ Vowel sounds
- ___ Sight-word bank
- ___ Nonsense words
- ___ Rhyming words
- ___ Direction words (up/down, left/right, top/bottom)
- ___ Color words
- ___ Read fluently
- ___ Respond to text through movement, art, music, and drama
- ___ Listen actively to a variety of sources
- ___ Follow oral directions
- ___ Track print left to right, top to bottom
- ___ Story Structure (characterization, setting)
- ___ Main Idea/Details
- ___ Picture Clues
- ___ Sequence of Events
- ___ Problem/Solution
- ___ Reality/Fantasy
- ___ Organization/Classification/Categorization
- ___ Prediction of Outcomes
- ___ Summarization

Speaking/Listening

- ___ Speak in clear, concise, complete thoughts
- ___ Contribute to discussion or story
- ___ Respond to literature, drama, poetry
- ___ Choral speaking
- ___ Nursery rhymes and poems
- ___ Shared reading experiences
- ___ Show-and-tell experiences
- ___ Promote good manners

Study Skills

- ___ Library for enjoyment
- ___ Locate sections in a library
- ___ Choose and check out a book
- ___ Describe parts of a book

Writing Skills

- ___ Proper handwriting position
- ___ Reproduce letters and numerals accurately
- ___ Correct spacing of letters and numbers
- ___ Legibility
- ___ Create stories using a combination of pictures, words, and sentences
- ___ Dictate sentences or create stories from prompts
- ___ Develop clear, concise sentences
- ___ Answer questions in complete sentences
- ___ Capitalization of names
- ___ End Punctuation
- ___ Print first and last name
- ___ Tell, describe, explain, persuade at the appropriate level
- ___ Keep a writing journal through drawing, writing, and a combination of both

Step Up To Writing

Outlines

___ Model Color Code

Topic Sentences

___ Model Power Number Statement

RDF

___ Model up to three with transitions

Explainers

___ Model

Conclusion

___ Model

Kinds of Paragraphs

___ Model Expository

Grade 1
Language Arts Curriculum Tracking

Teacher _____

Date _____

Reading

- ___ Phonological awareness
- ___ Short and long vowel sounds
- ___ Rhyming words
- ___ Color words
- ___ Number words
- ___ Days and months
- ___ Alphabetical order (first and second letter)
- ___ Synonyms
- ___ Antonyms
- ___ Homonyms
- ___ Contractions
- ___ Compounds Words
- ___ Suffixes (-s, -ing, -ed)
- ___ Root Words
- ___ High frequency words
- ___ Reading words, to sentences, to literature
- ___ Read text with fluency and expression
- ___ Story Structure (characterization, setting)
- ___ Main Idea/Details
- ___ Sequence of Events
- ___ Comparison/Contrast
- ___ Purpose
- ___ Problem/Solution
- ___ Fact/Opinion
- ___ Reality/Fantasy
- ___ Organization/Classification/Categorization
- ___ Context Clues/Picture Cues
- ___ Cause/Effect
- ___ Draw Conclusions
- ___ Prediction of Outcomes
- ___ Inference
- ___ Summarization
- ___ Prior Knowledge (KWL)
- ___ Independent reading
- ___ Read fiction and nonfiction

Grammar

Kinds of Sentences

- Telling
- Question
- Command
- Exclamatory

Parts of Speech

- Nouns (common, proper)
- Pronouns
- Verbs (action)
- Adjectives
- Simple Tenses of Verbs (past, present, future)
- Verb Agreement
- Subjects/ Predicates

Grammatical conventions (CUPS)

- Capitalization
- Usage
- Punctuation (. ? !)
- Spelling
- Apostrophe (contractions, ownership)
- Commas (greeting and closing in a letter, city/state, date, words in a series)
- Quotation Marks

Speaking/Listening

- Speak in clear, concise, organized language
- Listen actively to a variety of sources
- Retell, reenact, evaluate, or respond to print, non-print, and electronic texts

Study Skills

- Library for enjoyment
- Locate sections in a library
- Choose and check out a book
- Describe parts of a book

Writing Skills

- ___ Upper- and lower-case letters
- ___ Proper handwriting position
- ___ Correct formation and size
- ___ Correct spacing of letters, numbers, words
- ___ Legibility
- ___ Writing Process (Pre-write, Draft, Revise, Proofread, Publish, Share)
- ___ Good topic sentences
- ___ Three- to five-sentence essays with good beginning, middle, and ending
- ___ Sentences and stories to accompany pictures, books, or prompts
- ___ Employ correct writing conventions
- ___ Answer questions in complete sentences
- ___ Four genres (narrative, descriptive, expository, and persuasive) at appropriate level
- ___ Journal through drawing, writing, and a combination of both

Step Up To Writing

Outlines

___ Color Code

Topic Sentences

___ Power Number Statement

RDF

___ 3 with transitions

Explainers

___ 1

Conclusion

___ Model

Kinds of Paragraphs

___ Write Expository

___ Model Summary

Grade 2
Language Arts Curriculum Tracking

Teacher _____ **Date** _____

Reading

- ___ Advanced phonological awareness for independence and fluency
- ___ Contractions
- ___ Compound words
- ___ Long and short vowel patterns
- ___ Consonant blends
- ___ Digraphs
- ___ Prefixes (re, un)
- ___ Suffixes (s, es, less, ful, er, est)
- ___ Root words
- ___ Alphabetical order (third letter)
- ___ Syllables
- ___ Homonyms
- ___ Synonyms
- ___ Antonyms
- ___ Multiple Meaning
- ___ Sight words
- ___ Purpose
- ___ Story Elements (characterization, setting, plot)
- ___ Main Idea
- ___ Details
- ___ Sequence of Events
- ___ Person (first and third)
- ___ Comparison/Contrast
- ___ Problem/Solution
- ___ Fact/Opinion
- ___ Reality/Fantasy
- ___ Organization/Classification/Categorization
- ___ Context Clues
- ___ Cause/Effect
- ___ Draw Conclusions
- ___ Prediction of Outcomes
- ___ Inference
- ___ Summarization
- ___ Prior Knowledge (KWL)
- ___ Silent independent reading
- ___ Fluency
- ___ Expression
- ___ Fiction and non-fiction

Grammar

Kinds of Sentences

- ___ Telling
- ___ Question
- ___ Command
- ___ Exclamatory

Parts of Speech

- ___ Nouns (common, proper)
- ___ Pronouns
- ___ Verbs (action, verbs of being)
- ___ Adjectives
- ___ Adverbs
- ___ Simple Tenses of Verbs (past, present, future)
- ___ Verb Agreement
- ___ Subjects/ Predicates

Grammatical conventions (CUPS)

- ___ Capitalization
- ___ Usage
- ___ Punctuation (. ? !)
- ___ Spelling
- ___ Apostrophe (contractions, ownership)
- ___ Commas (greeting and closing in a letter, city/state, date, words in a series)
- ___ Quotation Marks
- ___ Dash

Speaking/Listening

- ___ Speak in clear, concise, organized language
- ___ Listen critically to a variety of sources
- ___ Retell, reenact, evaluate, or respond to print, non-print, and electronic texts

Study Skills

- ___ Library for enjoyment
- ___ Library for research
- ___ Graphic organizers (story webs, concept maps, venn diagrams, KWL charts)
- ___ Dictionary Skills (captions, guide words, definitions)

Writing Skills

- ___ Proper handwriting position
- ___ Correct formation and size of letters and numbers
- ___ Correct spacing of letters, numbers, and words
- ___ Legibility
- ___ Introduce upper and lower case cursive letters
- ___ Writing process (Pre-write, Draft, Revise, Proofread, Publish, Share)
- ___ Coherent paragraphs that include complete sentences with a good beginning, middle, and ending
- ___ Writing conventions (CUPS—capitalization, usage, punctuation, spelling)
- ___ Four genres (narrative, descriptive, expository, and persuasive) at appropriate level
- ___ Answer questions in complete sentences
- ___ Journal through drawing, writing, and a combination of both

Step Up To Writing

Outlines

- ___ Color Code
- ___ *Star, Dot, Dash*

Topic Sentences

- ___ Power Number Statement
- ___ *Who, What, Where, When*

RDF

- ___ 3 with transitions

Explainers

- ___ 1

Conclusion

- ___ Model

Kinds of Paragraphs

- ___ Write Expository
- ___ Model Summary

Grade 3
Language Arts Curriculum Tracking

Teacher _____ **Date** _____

Reading

- ___ Recognition of various printed materials to locate information
- ___ Phonological Awareness (decoding, word recognition and fluency)
- ___ Syllables
- ___ Prefixes/ Suffixes
- ___ Compound Words
- ___ Read longer text and chapter books appropriate for grade level
- ___ Purpose of text
- ___ Graphic Organizers
- ___ Cause/Effect
- ___ Fact/Opinion
- ___ Main Idea/Details
- ___ Interpret Texts
- ___ Interpret information in graphs, charts, and diagrams
- ___ Summarization
- ___ Inference (text and word meanings)
- ___ Author's Purpose
- ___ 1st person point of view
- ___ Compare/Contrast
- ___ Context Clues
- ___ Story Elements
- ___ Alphabetize to the fourth letter
- ___ Read a variety of fiction/nonfiction books
- ___ Draw Conclusions
- ___ Alphabetize to fourth letter
- ___ Synonyms
- ___ Antonyms
- ___ Homophones
- ___ Theme and main ideas in different media

Grammar

- ___ Sentences
- ___ Run-on Sentences
- ___ Subjects and Predicates
- ___ Plurals (regular, irregular, ending in y)
- ___ Possessives
- ___ Contractions
- ___ Nouns (common, proper)
- ___ Commas (introductory word, words in a series)
- ___ Pronouns and antecedents
- ___ Use verb "to be" in correct tense

- ___ Subject Verb Agreement
- ___ Proper Usage (a, an, here is/are, noun plurals, good/well)

Speaking/Listening

- ___ Creative response to text
- ___ Elicit other comments/opinions
- ___ Give appropriate feedback to related topics of discussion
- ___ Assume individual roles in a discussion
- ___ Support an opinion with details
- ___ Use a range of vocabulary related to a topic
- ___ Adopt language to persuade, explain, or seek information
- ___ Incorporate synonyms and antonyms to enhance speaking
- ___ Use notes, pictures, and graphic organizers to enhance speaking
- ___ Attempt to revise future presentations based on feedback from peers and teachers
- ___ Connect information heard to prior knowledge and experiences
- ___ Share information through speaking, listening, and nonverbal messages
- ___ Follow three step oral directions

Study Skills

- ___ Dictionary/guide words
- ___ Specific information from various printed materials
- ___ Glossary/Index
- ___ Thesaurus
- ___ Atlas

Writing Skills

- ___ Paragraph (beginning, middle, end)
- ___ Write directions clearly
- ___ Cursive Writing
- ___ Writing process (prewrite, draft, edit, revise, and publish)
- ___ Typed final draft
- ___ Signal words
- ___ Thank you letter
- ___ Address an envelope
- ___ Original couplet
- ___ Personal Journal

Genres:

___ Narrative:

___ Realistic

___ Fantasy

___ Personal

___ New ending for a story

___ Descriptive

___ Expository:

___ Summary

___ Directions

___ Questions as a guide to writing a report

___ Persuasive

Step Up To Writing**Outlines**

___ Color Code

___ Star, Dot, Dash

___ *Folded Paper*

Topic Sentences

___ Power Number Statement

___ Who, What, Where, When

___ *And, But, Or*

RDF

___ 3 with transitions

Explainers

___ 3

Conclusion

___ with conclusion word

Kinds of Paragraphs

___ Expository

___ *Write Summary*

___ *Descriptive*

Grade 4
Language Arts Curriculum Tracking

Teacher _____ **Date** _____

Reading

- ___ Author's Purpose (persuade, inform, entertain)
- ___ Story Elements (character, setting, plot, theme, mood)
- ___ Compare/Contrast
- ___ Fact/Opinion
- ___ Multiple Meanings
- ___ Main Idea/Details
- ___ Sequence
- ___ Inference
- ___ Context Clues
- ___ Reality/Fantasy
- ___ Drawing Conclusions
- ___ Predicting Outcomes
- ___ Summarization
- ___ Cause/Effect
- ___ Fiction/ Nonfiction
- ___ Genre (poetry, drama, fiction, nonfiction)
- ___ Scan/Skim
- ___ Explore/Interpret Information (computer screen, advertisements, illustrations)

Grammar

- ___ Sentence/Fragment
- ___ Run-on Sentences
- ___ Combining Sentences
- ___ Simple/Complete Subjects and Verbs
- ___ Compound Predicate
- ___ Nouns
- ___ Verbs (past, present, future)
- ___ Pronouns
- ___ Adjectives
- ___ Adverbs (time, place, manner, degree)
- ___ Prepositions/ Phrases
- ___ Punctuation (comma, quotation marks, colon, hyphen)
- ___ Capitalization
- ___ Suffixes
- ___ Prefixes
- ___ Roots/Affixes
- ___ Contractions
- ___ Synonyms/Antonyms
- ___ Homophones/Homographs
- ___ Abbreviations

Speaking/Listening

- Oral Presentations
- Role Play
- Dramatize a story
- Read aloud fluently
- Solve a problem/task through group cooperation
- Listen Actively and Attentively
- Follow 4-step directions

Study Skills

- Outlining
- Research (library reference)
- Dictionary
- Thesaurus
- Visual Organizers (before/after/during reading)
- Resources (computer screens, illustrations, advertisements)

Writing Skills

- Outlining (topic, main idea, details)
- Cursive
- Supporting Sentences
- Writing Process (brainstorm, 1st draft, edit, final draft)
- Poetry
- Postcard
- Invitation

Kinds of Paragraphs

- 2 paragraph composition
- 3 paragraph composition
- Sequence
- Narrative
- Descriptive
- Expository
- Persuasive

Step Up To Writing

Outlining

- ___ Color Code
- ___ Star, Dot, Dash
- ___ Folded Paper

Topic Sentences

- ___ Power Number Statement
- ___ Who, What, Where, When
- ___ And, But, Or
- ___ *Occasion/ Position Statement*

RDF

- ___ 3 with transition words

Explainers

- ___ 3 or 4

Conclusion

- ___ with conclusion word

Kinds of Paragraphs

- ___ Expository
- ___ Summary
- ___ *Descriptive*
- ___ *Sequence*
- ___ *Compare/Contrast*

Grade 5
Language Arts Curriculum Tracking

Teacher _____

Date _____

Reading

- ___ Analogies
- ___ Appropriate Expression
- ___ Author's purpose (persuade, inform, entertain)
- ___ Cause/Effect
- ___ Compare/ Contrast
- ___ Context Clues
- ___ Drawing Conclusions
- ___ Fact/ Opinion
- ___ Fiction/ Nonfiction
- ___ Figurative Language (similes, metaphors, hyperbole)
- ___ Genre
- ___ Inference
- ___ Main Idea/Details
- ___ Multiple Meanings
- ___ Paraphrase
- ___ Plot
- ___ Point of View
- ___ Predicting Outcomes
- ___ Prefixes and Suffixes
- ___ Problem/Solution
- ___ Reality/Fantasy
- ___ Sequence
- ___ Setting
- ___ Story Elements (character, setting, plot, theme, mood)
- ___ Summarization
- ___ Theme

Grammar

- ___ Abbreviations (end of names, metric and standard units)
- ___ Capitalization (proper adjectives, titles, books, magazine articles)
- ___ Commas (series, introductory words, direct address, date, city and state)
- ___ Coordinating Conjunctions
- ___ Compound Sentences
- ___ Identify parts of speech
- ___ Irregular Verbs
- ___ Memorize prepositions
- ___ Prepositional Phrases (adverbial and adjectival)
- ___ Syllables
- ___ Vivid verbs

Speaking/ Listening

- Oral Presentation
- Conduct an interview
- Tell a story using accent or dialect
- Plan and deliver an announcement/presentation
- Respond to opinions of others
- Use visuals for clarification
- Verbal and non-verbal elements of delivery (pronunciation, body language, volume eye contact)

Study Skills

- Dictionary (guide words, pronunciation key, parts of speech, multiple meanings)
- Glossary
- Index
- Interpret Graphs, Charts, Maps, Timelines
- Note-taking
- Organizational Patterns (chapter title, main headings, subheadings)
- Outlining
- Research/Library reference
- Skim and Scan
- Thesaurus

Writing Skills

- Compare/Contrast
- Mapping and graphic organizers
- Peer edit
- Self edit
- Persuasion
- Support main idea with details
- Use spell check on computer
- Letter of compliment
- Poetry (haiku, cinquain)
- Tall tale
- Captions
- Report on a content area
- Summary

Step Up To Writing

Outlining

- ___ Color Code
- ___ Star, Dot, Dash
- ___ Folded Paper

Topic Sentences

- ___ Power Number Statement
- ___ Who, What, Where, When
- ___ And, But, Or
- ___ Occasion/ Position

RDF

- ___ 3 with transition words

Explainers

- ___ 4

Conclusion

- ___ with conclusion word

Kinds of Paragraphs

- ___ Expository
- ___ Summary
- ___ Descriptive
- ___ Sequence
- ___ Compare/Contrast
- ___ *Persuasive*
- ___ *List*

Multi-Paragraph Essay

- ___ *Blocking Out-Transition from accordion paragraph*

Grade 6
Language Arts Curriculum Tracking

Teacher _____ **Date** _____

Reading

- _____ Survey/Explain test features
- _____ Story Elements (character, setting, plot, theme, mood)
- _____ Author's Purpose (persuade, inform, entertain)
- _____ Main Idea/Details
- _____ Point of View
- _____ Sequencing
- _____ Context Clues
- _____ Drawing Conclusions
- _____ Predicting Outcomes
- _____ Summarize
- _____ Characterization
- _____ Making Inferences
- _____ Multiple Meanings (using dictionary and thesaurus)
- _____ Compare/Contrast
- _____ Fact/Opinion
- _____ Cause/Effect
- _____ Paraphrase
- _____ Figurative Language
- _____ Literary Terms
- _____ Genre
- _____ Oral Presentation

Grammar

- _____ Nouns (abstract/collective)
- _____ Verbs (tenses, active and passive voice)
- _____ Subject/Predicate
- _____ Subject/Verb Agreement
- _____ Pronouns
- _____ Adjectives (descriptive and limiting)
- _____ Adverbs
- _____ Prepositions
- _____ Phrases/Clauses
- _____ Conjunctions
- _____ Interjections
- _____ Sentence Structure (simple, compound, complex)
- _____ Capitalization

Study Skills

- _____ Outlining
- _____ Note-taking
- _____ Paraphrasing
- _____ Research (library reference)
- _____ Use of dictionary and thesaurus

Step Up To Writing

Outlining

- _____ Color Code
- _____ Star, Dot, Dash
- _____ Folded Paper

Topic Sentences

- _____ Power Number Statement
- _____ Who, What, Where, When
- _____ And, But, Or
- _____ Occasion/Position Statement
- _____ *However*
- _____ *A Few Good Prepositions*
- _____ *To Plus A Verb*

RDF

- _____ 3 with transition words

Explainers

- _____ 4

Conclusion

- _____ with conclusion words

Kinds of Paragraphs

- _____ Expository
- _____ Summary
- _____ Descriptive
- _____ Compare/Contrast
- _____ Persuasive
- _____ List

Multi-Paragraph Essay

- _____ Blocking Out- 5 *paragraph essay*