

AuSable Primary
Language Arts Curriculum Map: Kindergarten

Month	Content	Skills	Assessments/Resources	GLCE
September	<p>Early Literacy Concepts and Concepts of Print</p> <p>Phonological Awareness</p> <p>Letter Knowledge</p> <p>Word Solving Actions</p> <p>High Frequency Words</p>	<ul style="list-style-type: none"> • Recognize names in isolation & context • Learning your own name • Book knowledge: front, back, beginning, ending, cover, etc. • 1 to 1 correspondence • Same/different – matching sounds, colors, words • Hearing rhymes • Recognizing nursery rhymes • Note the rhythm of language • To become familiar with letters • To begin to learn letter names • To be comfortable with the ABCs and ABC books • Introduce: Ll, Oo, Gg • To begin to make connections between their names and other words • Concept of a word • Introduce: a, my 	<ul style="list-style-type: none"> • Students can read their own name and the names of others in the class • Build and write own name • Read alouds – questioning and observing • Harcourt & MLPP • Teddy Bear • Child participates in saying poems, songs, and rhymes • MLPP (letter ID) • Can say the letters in their name • Saxon Phonics • Observation during writing time • Morning message • Writer’s workshop 	<ul style="list-style-type: none"> • R.WS.00.08 • R.FL.00.01 • R.NT.00.02 • L.RP.00.01 • R.WS.00.03 • R.FL.00.01 • R.WS.00.02,.06

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October	Early Literacy Concepts & Concepts of Print	<ul style="list-style-type: none"> • To continue to learn specific MLPP concepts of print (title, author, direction of text) • To hear words in sentences • Letters/Words in Print tell a story and gives information • Author's purpose • Continue 1:1 correspondence 	<ul style="list-style-type: none"> • MLPP & observation • Tell three words in an oral sentence and cut up words on sentence strip 	<ul style="list-style-type: none"> • R.IT.00.03 • R.WS.00.08
	Phonological Awareness	<ul style="list-style-type: none"> • Hearing rhyme, cont. • Hearing syllables • Saying and clapping out syllables • Saying words slowly to hear sounds – segmenting and blending 	<ul style="list-style-type: none"> • Match rhyming pictures • MLPP & observation • Identifies the number of syllables in a word • Child says a word slowly and stretched out • MLPP common assessment • Saxon Phonics 	<ul style="list-style-type: none"> • R.WS.00.03 • R.FL.00.01
	Letter Knowledge	<ul style="list-style-type: none"> • Continue to work on letter recognition and naming letters • Note similarities and differences in letters • Introduce: Hh, Tt, Pp, Aa, Nn 	<ul style="list-style-type: none"> • DIBELS letter naming fluency • Letter recognition evaluation, observation, in isolation and in context • Writer's workshop 	<ul style="list-style-type: none"> • R.WS.00.01, .09
	Reading Strategies	<ul style="list-style-type: none"> • Understanding picture clues • Blending words 	<ul style="list-style-type: none"> • Use leveled books 	
	Word Solving Actions & Spelling Patterns	<ul style="list-style-type: none"> • Continue to make connections between names and words • Making Words, make new words by changing first letter 	<ul style="list-style-type: none"> • Observation • Writing • Saxon Phonics 	

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October cont.	<p>High Frequency Words</p> <p>Oral Language & Speaking</p> <p>Comprehension</p> <p>Writing</p> <p>Listening</p>	<ul style="list-style-type: none"> • Introduce: I, like, go, we • Matching words – same, different • Vocabulary development in content areas and stories • Model good literature stories both contemporary and classic, and discuss • Pretell/Retell routines and stories concretely • Retell a simple routine or event • Retell a simple story (picture book) • Categorizing objects • Setting and main idea • Action words and naming words • Beginning, middle, end • Fiction/non-fiction • Continue to write using pictures and letters (invented spelling) • What is written tells a story, idea, information, and can be read back • Practice printing names and letters • Add detail to picture and/or text • Introduce punctuation and spacing • Follow oral directions 	<ul style="list-style-type: none"> • Observation • Class news • Puppets • Morning message • Free choice and centers • Class books • Personal narrative • Dictations • Child can verbally retell • MLPP • Writing center • Checklist – Launching the writing workshop • Writing prompt – student selection • Brennan Bear 	<ul style="list-style-type: none"> • R.WS.00.02, .06 • L.RP.00.01, .02, .03 • R.NT.00.01 • W.PS.00.01 • S.CN.00.01, .04 • S.DS.00.01, 02 • L.CN.00.02, .03, .04 • R.AT.00.02 • R.NT.00.01, .03, .04, .05 • R.IT.00.01 • R.CM.00.03, 06 • S.DS.00.02 • R.MT.00.04 • W.PR.00.03, .04 • W.PS.00.01 • W.HW.00.01 • L.CN.00.01

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November	<p>Early Literacy Concepts & Concepts of Print</p> <p>Phonological Awareness</p> <p>Letter Knowledge</p> <p>Word Solving Actions</p> <p>High Frequency Words</p> <p>Oral Language</p>	<ul style="list-style-type: none"> • To continue previous concepts of print: left/right, top/bottom, distinguish letters from words • To hear same and different sounds (objects and letters) • To hear sounds of words • Review of rhyme, syllables, and saying words slowly – blending and segmenting • Alliteration • Phoneme counting • Continue to work on letter recognition and name letters • Continue to work on letter similarities and differences (form) • Making and matching letters • Introduce: Mm, Ii, Ss • To begin using letters needed to represent a specific sound during writing • Blending words • Read environmental print • Discriminate long and short vowel sounds • Introduce on, to • Continue vocabulary development • Retell stories with props <p>Begin to elaborate on a subject/topic/event</p>	<ul style="list-style-type: none"> • MLPP • Observations • Can match pictures of words that have the same sound • Writing • MLPP (Letter ID) • Participating during morning message, whole group writing, written activities and journals • Observation • Role playing • MLPP Oral Language rubric 	<ul style="list-style-type: none"> • R.FL.00.01 • R.WS.00.03 • R.FL.00.01 • R.WS.00.02, .09 • R.WS.00.07

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November cont.	<p data-bbox="390 269 611 326">Oral Language cont.</p> <p data-bbox="390 513 611 545">Comprehension</p> <p data-bbox="390 1089 611 1122">Writing</p>	<ul style="list-style-type: none"> <li data-bbox="663 269 982 358">• Note differences in language patterns in stories, home, classroom, recess, etc. <li data-bbox="663 367 982 480">• Note differences in language patterns from place to place (school, church, store, etc.) <li data-bbox="663 521 982 578">• Retell a simple story – beginning, middle, end <li data-bbox="663 586 982 667">• Notice that an author chooses words, feelings, and actions to effect the reader <li data-bbox="663 675 982 854">• Notice that characters in a story effect each other’s feelings/attitudes (body language, oral language, written language) – character traits <li data-bbox="663 862 982 919">• Differentiate real and make-believe <li data-bbox="663 927 982 984">• Determine problem and solution <li data-bbox="663 992 982 1016">• Make predictions <li data-bbox="663 1024 982 1081">• Make text-to-text connections <li data-bbox="663 1089 982 1146">• Write beginning sounds of words <li data-bbox="663 1154 982 1211">• Continue to use invented spelling <li data-bbox="663 1219 982 1276">• Write left to right and top to bottom <li data-bbox="663 1284 982 1341">• Convey a message using pictures/invented spelling <li data-bbox="663 1349 982 1406">• Identify an audience/purpose 	<ul style="list-style-type: none"> <li data-bbox="1045 269 1224 293">• Observation <li data-bbox="1045 302 1230 326">• Role playing <li data-bbox="1045 334 1398 358">• MLPP Oral Language rubric <li data-bbox="1045 675 1224 699">• Read alouds <li data-bbox="1045 708 1335 732">• MLPP Retelling rubric 	<ul style="list-style-type: none"> <li data-bbox="1675 269 1860 293">• R.CM.00.03 <li data-bbox="1675 302 1902 358">• S.DS.00.01, .02, .03 <li data-bbox="1675 367 1902 391">• S.CN.00.01, .04 <li data-bbox="1675 399 1860 423">• W.PS.00.01 <li data-bbox="1675 675 1839 699">• R.IT.00.03 <li data-bbox="1675 708 1902 764">• R.NT.00.03, .04, .05 <li data-bbox="1675 773 1902 797">• R.CM.00.03, .05 <li data-bbox="1675 805 1860 829">• S.DS.00.02 <li data-bbox="1675 837 1902 862">• L.RP.00.01, .02

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December	Early Literacy Concepts & Concepts of Print	<ul style="list-style-type: none"> Sort names Recognize first and last letters in words Recognize first and last letters in little books Recognize first and last letters in a sentence 	<ul style="list-style-type: none"> Categorizing MLPP Concepts of Print Informal observations 	<ul style="list-style-type: none"> R.FL.00.01
	Phonological Awareness	<ul style="list-style-type: none"> Hear ending sounds in words Review rhyme, syllables, and saying words slowly stretched out 	<ul style="list-style-type: none"> Match pictures with the same ending sounds Hears and identifies the ending sounds of words 	<ul style="list-style-type: none"> R.WS.00.03, .04, .05
	Letter Knowledge	<ul style="list-style-type: none"> Continue to work on letter recognition Introduce: Ff, Rr, Kk, Bb 	<ul style="list-style-type: none"> Saxon Phonics 	<ul style="list-style-type: none"> R.WS.00.03, .04, .05 R.FL.00.01
	Letter/Sound Relationships	<ul style="list-style-type: none"> Connect beginning letter consonants and their sound Connect beginning sounds and letters 	<ul style="list-style-type: none"> Writing MLPP Match pictures to words 	<ul style="list-style-type: none"> R.WS.00.06, .07
	High Frequency Words	<ul style="list-style-type: none"> Build and write high frequency words Introduce: you, have 	<ul style="list-style-type: none"> Use of wall words Observation Writing – writes some high frequency words 	<ul style="list-style-type: none"> R.FL.00.01 W.SP.00.02 R.WS.00.09
	Reading Strategies	<ul style="list-style-type: none"> Picture clues 	<ul style="list-style-type: none"> Use leveled books 	
	Word Meaning	<ul style="list-style-type: none"> Locate color words and matching color words Environmental print 	<ul style="list-style-type: none"> Matching words in sentences 	
	Word Solving Acitons	<ul style="list-style-type: none"> Progress in invented spelling usage Continue to make connections between names, words, letters Word building –ig –ip –it 	<ul style="list-style-type: none"> Observations Sorts 	

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January	Early Literacy Concepts	<ul style="list-style-type: none"> • Enjoy and practice reading behaviors • Syllables • Continue phoneme manipulation • Review rhyme and ending sounds • Hearing and producing rhymes • Listen to B, M, End sounds of words in isolation • Continue to work on letter recognition and letter sorts to notice letter features • Introduce: Uu, Zz, Cc, Ee 	<ul style="list-style-type: none"> • MLPP • Child can generate rhyme (MLPP) • Letter sorts 	<ul style="list-style-type: none"> • R.WS.00.03, .04 • R.FL.00.01
	Letter/Sound Relationships	<ul style="list-style-type: none"> • Work on letters and sounds: pictures, sorting, and finding words in text 	<ul style="list-style-type: none"> • Matching pictures to sounds • Locating words in text of specific sounds learned 	<ul style="list-style-type: none"> • R.WS.00.04
	High Frequency Words	<ul style="list-style-type: none"> • Introduce: do, what 	<ul style="list-style-type: none"> • Making words • Observation • MLPP Known Words 	<ul style="list-style-type: none"> • R.FL.00.01 • R.WS.00.06, .07
	Word Meaning	<ul style="list-style-type: none"> • Word building • Locate color words in text • Environmental print • Word order in sentences 	<ul style="list-style-type: none"> • Saxon Phonics • Child can build/write several word family words 	<ul style="list-style-type: none"> • R.WS.00.09
	Word Solving Actions and Spelling Patterns	<ul style="list-style-type: none"> • Making words, to make a new word by changing the first letter 		

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February	<p>Phonemic Awareness</p> <p>Letter Knowledge</p> <p>High Frequency Words</p> <p>Word Solving Actions</p> <p>Oral Language</p>	<ul style="list-style-type: none"> • To blend syllables • To hear the first and last sounds of a word and write them on paper • Rhyme • To continue beginning sounds • Phoneme manipulation continued • Deletion • Continue letter recognition • Identify letters in words • Introduce: Yy, Dd, Vv • Introduce: no, see • Nouns and verbs • Matching words • Building words – ot, op • Changing the first letter to make a new word • Using known words in simple text • To create an awareness of using correct syntax when speaking • Compare oral traditions – folktales • Continue to practice retelling with literary elements (props, pictures...) 	<ul style="list-style-type: none"> • Identify and blend syllables to say a word – MLPP Phonemic Awareness • Writing folder • DIBELS letter naming fluency, initial sound fluency • MLPP • Observation • Saxon Phonics • Use of word wall • Cut up sentences • Leveled books • Listening – playtime, discussions, writing stories • Retelling rubric • Writing • Questioning 	<ul style="list-style-type: none"> • R.WS.00.02, .05 • R.WS.00.03 • R.WS.00.09, .11 • S.CN.00.01, .02, .04 • S.DS.00.01, .03

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March	<p>Phonological Awareness</p> <p>Letter Knowledge</p> <p>Letter/Sound Relationships</p> <p>High Frequency Words</p> <p>Spelling Patterns</p> <p>Oral Language</p>	<ul style="list-style-type: none"> • To hear and blend onset and rimes • Identify and blend onset and rimes • Hearing and substituting sounds • Phoneme blending/segmenting and counting • Review rhyme • To match and recognize lower and upper case letters • Continue working on letter recognition • Introduce: Jj, Xx, Ww, Qq (qu) • Practice writing letters • To match letters and sounds • Build and write more high frequency words: look, come • Making words • To locate numerals and number words in text • Dolch sight words • Sound words • To share ideas • Continue to teach elaborating, describing words, vocabulary development to respond to text orally 	<ul style="list-style-type: none"> • Say the first and last part of a word • Blend onset and rime • MLPP Phonemic Awareness • MLPP • Writing • Saxon Phonics • Use in writing • Leveled books • Is able to read Level A books • Discussion • Show and Tell • Author's chair 	<ul style="list-style-type: none"> • R.WS.00.02 • R.FL.00.01 • R.WS.00.03 • R.FL.00.01 • R.WS.00.03 • R.WS.00.06, .07 • W.SP.00.01, .02 • R.FL.00.01 • R.WS.00.06, .07 • W.SP.00.02 • L.CN.00.03, .04 • S.CN.00.01, .02, .03 • S.DS.00.01, .03, .04 • R.CS.00.01 • W.PS.00.01 • W.RP.00.04

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April	Early Literacy Concepts	<ul style="list-style-type: none"> Making words – matching words 		<ul style="list-style-type: none"> W.SP.00.02 R.WS.00.04, .05
	Phonological Awareness	<ul style="list-style-type: none"> Continue phoneme manipulation Hear middle sounds Hear sounds in a sequence 	<ul style="list-style-type: none"> Sound center board 	
	Letter knowledge	<ul style="list-style-type: none"> Continue letter recognition work and forming/printing letters Introduce: ck, sh, /th/, th 	<ul style="list-style-type: none"> Handwriting 	<ul style="list-style-type: none"> R.WS.00.03 W.HW.00.01
	Letter/Sound Relationships	<ul style="list-style-type: none"> To recognize beginning and ending consonant sounds 		<ul style="list-style-type: none"> R.WS.00.05 W.SP.00.02
	Spelling Patterns	<ul style="list-style-type: none"> Making words 	<ul style="list-style-type: none"> Making words 	<ul style="list-style-type: none"> R.WS.00.06, .07
	High Frequency Words	<ul style="list-style-type: none"> Continue to practice the most used frequency words Introduce: for, me, one, little 	<ul style="list-style-type: none"> Reads and writes some high frequency words MLPP 	<ul style="list-style-type: none"> R.FL.00.01 R.WS.00.10
	Word Meaning	<ul style="list-style-type: none"> Content words Noun/verb To connect words that go together (categories of words) Building sentences 	<ul style="list-style-type: none"> Read leveled books Reads and writes some high frequency words MLPP 	
	Oral Language	<ul style="list-style-type: none"> Can add <i>who, what, when, where, why</i>, etc. to their discussions and stories To respond to text orally making connections 	<ul style="list-style-type: none"> Author’s chair questions Show and tell questions 	<ul style="list-style-type: none"> L.CN.00.01, .02 R.CM.00.04 R.CS.00.01 S.DS.00.03

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May/June	Early Literacy Concepts	<ul style="list-style-type: none"> To write sentences To publish a book To write a nonfiction book Print concepts – capitals 	<ul style="list-style-type: none"> Make little books Observation Writing workshop 	<ul style="list-style-type: none"> W.GN.00.04
	Phonological Awareness	<ul style="list-style-type: none"> To blend sounds in words To hear, say, and delete sounds in words 	<ul style="list-style-type: none"> MLPP Teddy Bear 	<ul style="list-style-type: none"> R.FL.00.01 R.WS.00.01, .04 R.WS.00.03
	Letter Knowledge	<ul style="list-style-type: none"> Review consonants and vowels To learn ABC order To learn initials of names Introduce; /oo/, /oo/, v-c-e, ch, ee, ar, or, er 	<ul style="list-style-type: none"> Says the alphabet in order Writes the alphabet in order 	<ul style="list-style-type: none"> R.WS.00.09 W.SP.00.02 R.WS.00.06, .07
	Spelling Patterns	<ul style="list-style-type: none"> Making words 		
	High Frequency Words	<ul style="list-style-type: none"> To locate high frequency words in poems and songs Number words Introduce: are, here 	<ul style="list-style-type: none"> Reading leveled books 	<ul style="list-style-type: none"> R.WS.00.11
	Word Structure	<ul style="list-style-type: none"> To add –s to a word to change meaning To learn about compound words To recognize syllables To recognize syllables 	<ul style="list-style-type: none"> Identify words within a simple compound word 	<ul style="list-style-type: none"> R.WS.00.09 L.CN.00.02, .03, .04, .05 R.CS.00.01 R.AT.00.01, .02
	Word Solving Actions	<ul style="list-style-type: none"> To use known words to solve new words Build sentences Makes a statement and can ask a question 		

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May/June cont.	Writing	<ul style="list-style-type: none"> • Participate in creating a class poem using a poetry frame • Continue to practice spelling high frequency words, spacing, and punctuation • Write a simple story with details in the picture and using beginning, middle, and ending sounds • Adds feeling to their writing/stories (voice) • Writes a personal narrative • To predict how a letter or message effects the receiver 	<ul style="list-style-type: none"> • Sulzby writing rubric • Writing folder • Teacher observation 	<ul style="list-style-type: none"> • W.GN.00.01, .02 • W.HW.00.02 • W.PR.00.02, .03 • W.SP.00.01, .02