

AuSable Primary  
Language Arts Curriculum Map: Kindergarten

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



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

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

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

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November cont.	<p data-bbox="390 269 554 326">Oral Language cont.</p> <p data-bbox="390 513 564 537">Comprehension</p> <p data-bbox="390 1089 478 1114">Writing</p>	<ul style="list-style-type: none"> <li data-bbox="659 269 978 358">• Note differences in language patterns in stories, home, classroom, recess, etc.</li> <li data-bbox="659 367 978 480">• Note differences in language patterns from place to place (school, church, store, etc.)</li> <li data-bbox="659 521 947 578">• Retell a simple story – beginning, middle, end</li> <li data-bbox="659 586 974 667">• Notice that an author chooses words, feelings, and actions to effect the reader</li> <li data-bbox="659 675 978 854">• Notice that characters in a story effect each other’s feelings/attitudes (body language, oral language, written language) – character traits</li> <li data-bbox="659 862 932 919">• Differentiate real and make-believe</li> <li data-bbox="659 927 957 984">• Determine problem and solution</li> <li data-bbox="659 992 894 1016">• Make predictions</li> <li data-bbox="659 1024 894 1081">• Make text-to-text connections</li> <li data-bbox="659 1089 957 1146">• Write beginning sounds of words</li> <li data-bbox="659 1154 974 1211">• Continue to use invented spelling</li> <li data-bbox="659 1219 978 1276">• Write left to right and top to bottom</li> <li data-bbox="659 1284 974 1341">• Convey a message using pictures/invented spelling</li> <li data-bbox="659 1349 852 1406">• Identify an audience/purpose</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1039 269 1220 293">• Observation</li> <li data-bbox="1039 302 1220 326">• Role playing</li> <li data-bbox="1039 334 1388 358">• MLPP Oral Language rubric</li>   <li data-bbox="1039 675 1220 699">• Read alouds</li> <li data-bbox="1039 708 1325 732">• MLPP Retelling rubric</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1663 269 1850 293">• R.CM.00.03</li> <li data-bbox="1663 302 1892 358">• S.DS.00.01, .02, .03</li> <li data-bbox="1663 367 1881 391">• S.CN.00.01, .04</li> <li data-bbox="1663 399 1839 423">• W.PS.00.01</li>   <li data-bbox="1663 675 1829 699">• R.IT.00.03</li> <li data-bbox="1663 708 1892 764">• R.NT.00.03, .04, .05</li> <li data-bbox="1663 773 1881 797">• R.CM.00.03, .05</li> <li data-bbox="1663 805 1839 829">• S.DS.00.02</li> <li data-bbox="1663 837 1881 862">• L.RP.00.01, .02</li> </ul>

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



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



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



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



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



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

AuSable Primary  
Language Arts Curriculum Map: Kindergarten

Month	Content	Skills	Assessments/Resources	GLCE
May/June cont.	<p data-bbox="394 233 554 256">Oral Language</p> <p data-bbox="394 415 564 438">Comprehension</p> <p data-bbox="394 846 596 868">Reading Strategies</p>	<ul style="list-style-type: none"> <li data-bbox="663 233 951 321">• Can tell a simple story (using a prop, picture , or story prompt)</li> <li data-bbox="663 329 951 417">• Makes appropriate gestures, voice, inflection, and facial expression</li> <li data-bbox="663 425 905 448">• Comparing genres</li> <li data-bbox="663 456 982 511">• Map out stories and writings – graphic organizers</li> <li data-bbox="663 519 951 574">• Making connections – text-to-text, text-to-world</li> <li data-bbox="663 583 951 699">• To read or listen to an unfamiliar text and understand the meaning of the story</li> <li data-bbox="663 708 942 730">• Visualize, sequencing</li> <li data-bbox="663 738 905 761">• Compare/Contrast</li> <li data-bbox="663 769 848 792">• Categorizing</li> <li data-bbox="663 800 951 823">• Questions for research</li> <li data-bbox="663 867 915 889">• Using picture clues</li> <li data-bbox="663 898 957 953">• Using beginning sound and chunks</li> <li data-bbox="663 961 957 1049">• Use – “Does it make sense?” and “Does it sound right?”</li> <li data-bbox="663 1057 848 1079">• Text patterns</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1045 233 1247 256">• Author’s chair</li> <li data-bbox="1045 264 1236 287">• Show and tell</li> <li data-bbox="1045 295 1524 328">• Sharing time (Circle time, class meeting)</li> <li data-bbox="1045 425 1262 448">• Journal writings</li> <li data-bbox="1045 456 1257 479">• Retelling rubric</li> <li data-bbox="1045 487 1402 509">• MLPP Oral Language Rubric</li> <li data-bbox="1045 857 1262 880">• Leveled reading</li> <li data-bbox="1045 888 1142 911">• DRA</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1677 233 1898 256">• S.CN.00.02, .04</li> <li data-bbox="1677 264 1898 287">• S.DS.00.01, .04</li> <li data-bbox="1677 295 1856 318">• W.PS.00.01</li> <li data-bbox="1677 425 1850 448">• L.RP.00.02</li> <li data-bbox="1677 456 1860 479">• R.CM.00.04</li> <li data-bbox="1677 487 1892 509">• R.IT.00.01, .04</li> <li data-bbox="1677 518 1902 540">• R.MT.00.01, .04</li> <li data-bbox="1677 548 1902 571">• R.NT.00.02, .05</li> <li data-bbox="1677 862 1892 885">• R.IT.00.02, .03</li> <li data-bbox="1677 893 1856 915">• R.NT.00.04</li> </ul>

AuSable Primary  
Language Arts Curriculum Map: Kindergarten

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