

**SKILLS MAPPING**

**SUBJECT: Language Arts**

**GRADE: Kindergarten**

<b>Timetable</b>	<b>Topic</b>	<b>Content</b>	<b>Skills</b>	<b>Performance Objective</b>	<b>Assessment</b>
<b>Sept - June</b>	<b>Word Study (Strategies)</b>	<b>Letter-Sound recognition A-Z</b>	<ul style="list-style-type: none"> <li>-recognizes capital &amp; lower case letters of the alphabet</li> <li>-demonstrates phonemic awareness for each letter of the alphabet</li> <li>-verbally identifies a word(s) for each letter of the alphabet</li> </ul>	<b>S 1, 2, 4</b>	<b>Quarterly assessment packet</b>
		<b>Concepts of Print</b>	<ul style="list-style-type: none"> <li>-display an awareness of conventions of print</li> <li>-focuses on print as well as pictures</li> <li>-understands a concept of a letter/word/sentence</li> </ul>	<b>S 1, 2, 4</b>	<b>Quarterly assessment packet</b>
		<b>Word Recognition</b>	<ul style="list-style-type: none"> <li>-knows a few familiar sight words (Marie Clay's high frequency sight word list)</li> </ul>	<b>S 1, 2, 4</b>	<b>Quarterly assessment packet</b>
<b>Sept - June</b>	<b>Writing</b>	<b>Word Recognition</b>	<ul style="list-style-type: none"> <li>-uses phonetic spelling to convey meaning</li> <li>-uses standard spelling of familiar words &amp; a simple sentence</li> <li>recognizes that his writing represents</li> </ul>	<b>S 1, 2, 4</b>	<b>Spring writing benchmark</b>

			<p>his thoughts in print</p> <ul style="list-style-type: none"> <li>-recognizes writing provides pleasure and information</li> <li>-records thoughts and feelings in print with teacher support</li> <li>-engages in prewriting &amp; drafting</li> <li>-thinks about his experience and prior knowledge and uses them in his writing</li> </ul>		
		<b>Comprehension</b>	<ul style="list-style-type: none"> <li>-begins to engage in writing process <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> </ul> </li> <li>-uses prior knowledge in writing</li> <li>-uses expressive voice to write about self</li> </ul>	S 1, 2, 4	<b>Spring writing benchmark</b>
		<b>Linguistic understanding</b>	<ul style="list-style-type: none"> <li>-begins to associate left to right sequence of words with spoken words</li> <li>-directs attention to his written text</li> <li>-demonstrates awareness of print directionality</li> <li>-recognizes and uses concept of word</li> </ul>	S 1, 2, 4	<b>Spring writing benchmark</b>
		<b>Literary Appreciation</b>	<ul style="list-style-type: none"> <li>-writes on a daily basis</li> </ul>	S 1, 2, 4	<b>Spring writing benchmark</b>

<b>Sept - June</b>	<b>Oral Language</b>	<b>Listening</b>	<p>-recognizes that his/her writing represents his/her thoughts in print</p> <p>-recognizes text can provide new information</p> <p>-retells important information</p> <p>-begins to follow verbal directions</p> <p>-begins to understand the difference between hearing and listening</p> <p>-listens while others speak</p> <p>-listens without interrupting</p> <p>-listens attentively to literature</p>	<b>S 1, 2, 3, 4</b>	<b>Group share</b>
		<b>Speaking</b>	<p>-publicly shares concepts, knowledge, feelings and experiences related to what he/she has heard</p> <p>-verbally retells important details from a story</p> <p>-responds meaningfully to topic</p> <p>-communicates ideas clearly</p> <p>-participates in group discussions</p>	<b>S 1, 2, 3, 4</b>	<b>Group share</b>
				<b>S 1, 2, 3, 4</b>	<b>Group share</b>

<p><b>Sept - June</b></p>	<p><b>Reading</b></p>	<p><b>Comprehension</b></p>	<p>-use picture cues and recall to make sense of printed text          -demonstrates understanding of a printed text through comments, reactions, discussions and/or drawings          -recognizing relationships          -identifies narrative and expository text          -recognizes author's purpose          -recognizes &amp; uses prior knowledge to help make meaning from text          -begins to recognize elements of story grammar in a familiar story he/she has heard which vary with story          -engages in all stages of the reading process: predicts, listens &amp; responds          -begins to read environmental print          -recognizes that reading provides pleasure and information</p>	<p>S 1, 2, 4</p>	<p><b>Oral retellings          Spring writing benchmark</b></p>
<p><b>Levels 1-2          Pink level</b></p>	<p><b>Reading          Comprehension</b></p>	<p><b>Comprehension          Strategies</b></p>	<p>-demonstrates an understanding of a printed text through</p>	<p></p>	<p><b>Running Records          PM          benchmarks 1, 2          Analysis of Retelling</b></p>

	<b>Word Study (Strategies)</b>	<b>Concepts of print</b>	<p>comments, reactions, discussion and/or drawings -relies mostly on picture clues and recall to make sense of printed text</p> <p>-displays awareness of conventions of print -focuses on print as well as pictures -understands concept of word -knows a few familiar sight words -displays one-to-one correlation between the spoken word and written word</p>	S 1, 2, 3, 4	<p><b>Questions to check for understanding</b></p> <p><b>PM Benchmarks 1, 2</b></p>
	<b>Writing</b>	<b>Linguistic Understanding</b>	<p>-recognizes that his writing represents his thoughts in print -recognizes writing provides pleasure and information -records thoughts and feelings in print with teacher support -engages in prewriting &amp; drafting -thinks about his experience and prior knowledge and uses them in his writing</p>	S 1, 2, 4	<b>Journal writing</b>

	<b>Oral Language</b>	<b>Listening/Speaking</b>	<b>-listen to a read aloud and retell important details</b>	<b>S 2</b>	<b>Group share</b>
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