

**Portsmouth City School District  
Lesson Plan Checklist**

**Kindergarten Language Arts Academic Content Standards**

Standard 1	Standard 2	Standard 3
<b><i>Phonemic Awareness, Word Recognition and Fluency</i></b>	<b><i>Acquisition of Vocabulary</i></b>	<b><i>Concept of Print, Comprehension Strategies and Self-Monitoring Strategies</i></b>
<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</b>
<p>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for test.</p>	<p>A. Use context clues to determine the meaning of new vocabulary letter-sound correspondence.</p> <p>B. Read accurately high-frequency sight words.</p> <p>C. Apply structural analysis to build and extend vocabulary and to determine word meaning.</p> <p>D. Know meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.</p> <p>E. Use resources to determine the meanings and pronunciations of unknown words.</p>	<p>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.</p> <p>B. Make predictions from text clues and cite specific examples to support predictions.</p> <p>C. Draw conclusions from information in text.</p> <p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p> <p>E. Demonstrate comprehension by responding to questions (e.g., literal information and evaluative).</p> <p>F. Apply and adjust self-monitoring strategies to assess understanding of text.</p>
<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>
<p>1. <u>Read own first and last name.</u></p> <p>2. <u>Identify and complete words and patterns.</u></p> <p>3. <u>Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.</u></p> <p>4. <u>Distinguish and name all upper-and lower-case letters.</u></p> <p>5. <u>Recognize, say, and write the common sounds of letters.</u></p> <p>6. <u>Distinguish letters and words by recognizing that words are separated by spaces.</u></p> <p>7. <u>Hear and say the separate phonemes to say words.</u></p> <p>8. <u>Read one syllable and often-heard words by sight.</u></p> <p>9. <u>Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.</u></p>	<p>1. <u>Understand new words from context of conversations or from the use of pictures within text.</u></p> <p>2. <u>Recognize and understand words, signs, and symbols seen in everyday life.</u></p> <p>3. <u>Identify words in common categories such as color words, number words and directional words.</u></p> <p>4. <u>Determine the meaning of unknown words, with assistance, using a beginner's dictionary.</u></p>	<p>1. <u>Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.</u></p> <p>2. <u>Hold books right side up, know that people read pages from front to back and read words from left to right.</u></p> <p>3. <u>Know the differences between illustrations and print.</u></p> <p>4. <u>Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.</u></p> <p>5. <u>Predict what will happen next, using pictures and content as a guide.</u></p> <p>6. <u>Compare information (e.g. recognize similarities) in texts using prior knowledge and experience.</u></p> <p>7. <u>Recall information from a story by sequencing pictures and events.</u></p> <p>8. <u>Answer literal questions to demonstrate comprehension or orally read grade-appropriate texts.</u></p> <p>9. <u>Monitor comprehension of orally read texts by asking and answering questions.</u></p> <p>10. <u>Identify favorite books and stories and participate in shared oral reading.</u></p>

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Standard 4	Standard 5	Standard 6	Standard 7
<i>Information, Technical, and Persuasive Text</i>	<i>Literary Text</i>	<i>Writing Processes</i>	<i>Writing Applications</i>
Benchmarks	Benchmarks	Benchmarks	Benchmarks
<p>A. Use text features and structures to organize content, draw conclusions, and build text knowledge analysis to decode words.</p> <p>B. Ask clarifying questions concerning essential elements of informational text.</p> <p>C. Identify the central ideas and supporting details of information from text.</p> <p>D. Use visual aids as sources to gain additional information from text.</p> <p>E. Evaluate two-and three-step directions for proper sequencing and completeness.</p>	<p>A. Compare and contrast plot across literary works.</p> <p>B. Use supporting details to identify and describe main ideas, characters and setting.</p> <p>C. Recognize the defining characteristics and features of different types of literary forms and genres.</p> <p>D. Explain how an author’s word choice and use of methods influences the reader.</p> <p>E. Identify the theme of a literary text.</p>	<p>A. Generate ideas for written composition.</p> <p>B. Develop audience and purpose for self-selected and assigned writing tasks.</p> <p>C. Use organizers to clarify ideas for writing assignments.</p> <p>D. Use revision strategies and resources to improve ideas and content, organization, word choice, and detail.</p> <p>E. Edit to improve sentence fluency, grammar and usage.</p> <p>F. Apply tools to judge the quality of writing.</p> <p>G. Publish writing samples for display or sharing with others, using techniques such as electronic resources.</p>	<p>A. Compose writing that convey a clear message and include well-chosen.</p> <p>B. Write responses to literature that demonstrate an understanding of a literary work</p> <p>C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.</p>
Grade Level Indicators	Grade Level Indicators	Grade Level Indicators	Grade Level Indicators
<p>1. Use pictures and illustrations to aid contributions.</p> <p>2. Identify and discuss the sequence of events in informational text.</p> <p>3. Tell the main idea of a selection that has been read aloud.</p> <p>4. Identify and discuss simple maps, charts and graphs.</p> <p>5. Follow simple directions.</p>	<p>1. Identify favorite books and stories.</p> <p>2. Identify the characters and setting in a story.</p> <p>3. Retell or re-enact a story that has been heard.</p> <p>4. Distinguish between fantasy and reality.</p> <p>5. Recognize predictable patterns in stories.</p>	<p>1. Generate writing ideas through discussions with others.</p> <p>2. Chose a topic for writing.</p> <p>3. Determine audience.</p> <p>4. Organize and group related ideas.</p> <p>5. Write from left to right and top to bottom.</p> <p>6. Use correct sentence structures when expressing thoughts.</p> <p>7. Reread own writing.</p> <p>8. Use resources (e.g., a word wall) to enhance vocabulary.</p> <p>9. Rewrite and illustrate samples for display and for sharing with others.</p>	<p>1. Dictate or write simple stories, using letters, words or pictures.</p> <p>2. Name or label objects or places.</p> <p>3. Write from left to right and from top to bottom</p> <p>4. Dictate or write informed writings for various purposes.</p>

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Standard 8	Standard 9	Standard 10
<i>Writing Conventions</i>	<i>Research</i>	<i>Oral and Visual</i>
Benchmarks	Benchmarks	Benchmarks
<p>A. Print legibly using appropriate spacing.</p> <p>B. Spell grade-appropriate words correctly.</p> <p>C. Use conventions of punctuation and capitalization in written work.</p> <p>D. Use grammatical structures in written work.</p>	<p>A. Generate questions for investigation and gather information from a variety of sources.</p> <p>B. Retell important details and findings.</p>	<p>A. Use active listening strategies to identify the main idea and to gain information from oral presentations.</p> <p>B. Connect prior experiences, insights and ideas to those of a speaker.</p> <p>C. Follow multi-step directions.</p> <p>D. Speak clearly and at an appropriate pace and volume.</p> <p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>
Grade Level Indicators	Grade Level Indicators	Grade Level Indicators
<p>1. <u>Print capital and lowercase letters, correctly spacing the letters.</u></p> <p>2. <u>Leave spaces between words when writing.</u></p> <p>3. <u>Show characteristics of early letter name-alphabetic spelling.</u></p> <p>4. <u>Use some end consonant sounds when writing.</u></p> <p>5. <u>Place punctuation marks at the end of sentences</u></p>	<p>1. <u>Ask questions about topic being studied or an area of interest.</u></p> <p>2. <u>Use books or observations to gather information with teacher assistance, to explain a topic or unit of study.</u></p> <p>3. <u>Recall information about topic, with teacher assistance.</u></p> <p>4. <u>Share findings visually or orally.</u></p>	<p>1. <u>Listen attentively to speakers, stories, poems and songs.</u></p> <p>2. <u>Connect what is heard with prior knowledge and experience.</u></p> <p>3. <u>Follow simple oral directions.</u></p> <p>4. <u>Speak clearly and understandably.</u></p> <p>5. <u>Deliver informal descriptive or informational presentations about ideas or experiences in logical order with beginning, middle and end.</u></p> <p>6. <u>Recite short poems, songs, and nursery rhymes.</u></p>