

Kindergarten Reading Curriculum Map

4th Quarter

Essential Questions		Enduring Understandings	
<p>How can I match my voice to print effectively?</p> <p>Why should I practice syllabication? How can I manipulate phonemes?</p> <p>How can I demonstrate my letter-sound knowledge? How can I apply my high frequency word recognition?</p> <p>Why do readers make predictions and connections before, during and after reading? How can I self monitor my reading? How can I identify and recall story elements? Why should I self monitor my reading?</p> <p>How can I effectively demonstrate my letter knowledge? What do good readers do? How do good readers sound?</p>		<p>CONCEPTS OF PRINT: I can match my voice to print.</p> <p>PHONOLOGICAL AWARENESS: I can identify syllables within words. I can connect words by their sounds.</p> <p>PHONICS: I can name each uppercase and lowercase letter. I can replicate and generate letters and words.</p> <p>COMPREHENSION: Readers read for a variety of purposes. Rereading words, sentences and parts helps me comprehend. I can learn new information and feelings from books. I can connect what I know to new stories or information. The elements of a story are important to remember in order to make meaning when I read.</p> <p>FLUENCY: Letters can be named rapidly when they are known automatically. I can play computer games to assist me with letter and sound fluency. High frequency words can be read with automaticity and found in text.</p>	
Instructional Skills	Instructional Strategies	Assessments	Resources
<p>CONCEPTS OF PRINT: Understand the concept of sentence Practice directionality</p>	<p>Modeled, shared and interactive reading Word cards Literature</p>	<p>Observations Performances Checklists</p>	<p>Big books Children’s literature Alphabet line Letter manipulatives</p>

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Match words to voice with one-to-one correspondence	Book/ reading center		Word cards Picture cards Book baskets pointers
<p>PHONOLOGICAL AWARENESS: Manipulate phonemes (e.g. onset rime)</p> <p>Connect words by their sounds</p> <p>Recognize and produce rhymes</p> <p>Hear and say syllables</p>	<p>Word play, songs, read alouds</p> <p>Blending games</p> <p>Share time</p> <p>Book talks</p> <p>Calendar experiences</p> <p>Simon says</p> <p>Rhyming games</p> <p>Syllabication games</p>	<p>Demonstrations/ participation</p> <p>Observation</p> <p>Performance</p> <p>Checklists</p>	<p>Cds</p> <p>Books</p> <p>Foreign language resources</p>

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Instructional Skills	Instructional Strategies	Assessments	Resources
<p>PHONICS:</p> <p>Identify all letter sounds</p> <p>Name the alphabet letters in name</p> <p>Name all upper and lowercase letters</p> <p>Create words and letters</p> <p>Identify some high frequency words in isolation and within text</p> <p>Recognize consonants and vowels</p> <p>Use letter knowledge to decode</p> <p>Understand alphabetical order</p> <p>Understand special uses of letters (capitals, initials)</p> <p>Recognize simple c-v-c words in text</p> <p>Recognize and read simple phonograms with a v-c combination (e.g. -ad, -at, -an)</p> <p>Recognize and read concept words (e.g. color words, number words, days of the week)</p>	<p>Modeled, shared and interactive read alouds</p> <p>name and word cards</p> <p>literature</p> <p>sentence strips</p> <p>computer games</p> <p>word cards</p> <p>letter manipulatives</p>	<p>Observations</p> <p>Performance</p>	<p>Pointers, magic wands, EZ sees</p> <p>Letter cards</p> <p>Picture cards</p> <p>Name cards</p> <p>Letter manipulatives</p> <p>Computer games</p> <p>Online games</p>

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<p>COMPREHENSION: Use knowledge of language structure to anticipate text or story pattern</p> <p>Make predictions and connections</p> <p>Reread the sentence to problem solve, self-correct, or confirm</p> <p>Self monitor and self-correct when reading</p> <p>Reread to search for and use information in text</p> <p>Search for and use information in pictures</p> <p>Retell the people, places, things, setting, events and order in a story</p> <p>Talk about characters' feelings</p> <p>Understand how the ideas in a book are related to each other and/or the title</p> <p>Compare and contrast books</p> <p>Share opinions or feelings about the text</p> <p>Determine author's point of view</p>	<p>Modeled, shared and interactive read alouds</p> <p>Book baskets/ collections browsing time</p> <p>Think-pair-share</p> <p>Turn and talk</p> <p>Picture cubes</p> <p>Story maps and cards</p> <p>Puppets</p> <p>Stuffed animals</p> <p>Questions</p> <p>Fiction/nonfiction books</p> <p>Write and remember</p> <p>Graphic organizers</p> <p>Character maps</p> <p>Venn diagrams</p> <p>Character portraits</p>	<p>Participation in group and independent questions</p> <p>Observations</p> <p>Performance</p> <p>Writing</p> <p>Projects</p>	<p>Book baskets</p> <p>Classroom libraries</p> <p>Nonfiction books</p> <p>Connection cubes</p> <p>Journals</p> <p>Posters</p>
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<p>FLUENCY: Name all upper and lowercase letters with automaticity</p> <p>Attach sounds with all letters with some automaticity</p> <p>Recognize, read, and spell known words quickly</p> <p>Notice and use end punctuation and reflect it in voice</p> <p>Point to words and read at a steady pace with one-to-one correspondence</p>	<p>Interactive songs, videos, computer games and modeled experiences</p> <p>Flashcards or letter chart reviews</p> <p>Word walls</p> <p>Word charts</p>	<p>Observations</p> <p>Checklists</p>	<p>CDs, tapes</p> <p>Flashcards</p> <p>Letter charts</p>
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STANDARDS:

PA Early Learning Standards

Learning to Read Independently 1.1.2, 1.1.3, 1.1.4, 1.1.5

Text Analysis and Evaluation 1.2.1, 1.2.2, 1.2.3

Reading Analyzing and Interpreting Literature 1.3.1, 1.3.3, 1.3.4

Speaking and Listening 1.6.1, 1.6.2

Characteristics and Functions of the English Language 1.7.1

Research 1.8.3

Information, Communication and Technology Literacy 1.9.1

Common Core State Standards

Reading Standards for Literature: Key Ideas and Details 2,3, Integration of Knowledge and Ideas 7, 9, Range of Reading and Level of Text Complexity 10

Reading Standards for Informational Text: Key Ideas and Details 1,2,3, Integration of Knowledge and Ideas 7, 8, 9, Range of Reading and Level of Text Complexity 10

Foundational Skills: Print Concepts 1.a, 1.b, 1.c, 1.d, Phonological Awareness 2.a, 2.b, 2.c, 2.d, 2.e, Phonics and Word Recognition 3.a, 3.b, 3.c, 3.d, Fluency 4

Language Standards: Conventions of Standard English 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 2.a, 2.b, 2.c, 2.d, Vocabulary Acquisition and Use 4.a, 6